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The Effect of Using "Differentiated Instruction"
on Developing Al-Azhar Secondary Stage
Students' Writing Fluency

A Thesis Submitted in Partial Fulfillment of the
Requirements for the Master Degree in Education,
Curriculum& Instruction (EFL)

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المنظمة العربية للتربية والثقافة والعلوم
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فاعلية استخدام "التعليم المتمايز" في تنمية الطلاقة الكتابية لدى طلاب المرحلة الثانوية الأزهرية

خطة مقترحة لنيل درجة الماجستير في قسم المناهج وطرق التدريس

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Abstract

The purpose of the study was to examine the impact of Differentiated Instruction (DI) on English writing fluency of the First Year Secondary Al-Azhar Students. To answer the study questions, the researcher adopted the quasi-experimental approach (One-Group Design). The study participants from Al-Azhar Secondary Stage students in Sohag Governorate. A program was used in teaching the study group in the second term of the year (2018-2019). A writing Fluency test was designed and validated to be used as a pre-posttest. The data of the study were analyzed, using Statistical Package for Social Science (SPSS 19), to confirm the test validity and reliability. On the other hand, t-test was used to measure the statistical differences in mean scores between the pre and posttest administrations of the test mean scores due to the use of the program. The study indicated that there are statistically significant differences at the level of (0.05) on English writing fluency skills of the first year secondary students in favor of the administration of the posttest. It means that the use of the program had a significant impact on the students. Based on those findings, the study recommended implementing the suggested program for developing writing to bring about better outcomes in students' writing fluency. It also was suggested that further research should be conducted in relation to other language domains.

Key Words: Writing Fluency, Differentiated Instruction

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CHAPTER ONE

Background of the problem

Introduction

Writing is the courier that can transform the feelings and views of persons into written form as it is often seen as a laborious process requiring care and accuracy, and therefore something to be done slowly. However, a lot of writing is done under pressure of time, when fluency in production is very important. This occurs, for example, in note-taking, setting examinations, writing emails and letters, and unfortunately often in completing assignments. To develop students' ability to write in a foreign language, different types of writing should be incorporated into the writing program, such as careful writing, writing for fluency, and extensive writing aiming at quantity such as diary writing, personal letter writing, and narrative writing.

In language teaching, there are students on one hand and a teacher on the other. In regular classes, students have different positions – students should try to learn as much as possible and the teacher should guide the students and provide them with enough opportunities to practice and use the language themselves. Participants share their goal – to exercise their writing skills, stretch their imagination, use their creativity, and play with language, express themselves and share their feelings, emotions, and texts. One might object here that the teacher is not in the classroom to practice, there is a little point in exhorting learners to engage in creative writing unless we do so too. The power of the teacher as a model, and as co-writer is invaluable.

On the other hand, students have many problems at the moment of writing. Individual students with writing difficulties may have some problems in terms of poor spelling like spelling phonetically; they also may not remember patterns, spelling words differently in the same document or reversing letters in spelling. Furthermore, they may have problems with grammar, syntax, and organization such as demonstrating inconsistent memory for sentence mechanics, Persistent problems with sentence structure (sentences may be incomplete or syntax may be incorrect or disassociated) and not having all parts of a well-organized paragraph.

Janovsky (n. d.) defines Fluency as "A student's ability to write with a natural flow and rhythm. Fluent writers use grade-appropriate word

patterns, vocabulary, and content while Paradis (2009, p.6) refers to it as "the absence of pauses and other indicators of word-finding (or grammatical) difficulty". According to Nation & Newton (2009), Fluency activities typically focus on the communication of messages, not language forms, and get the learners to do easy tasks at faster-than-usual speeds.

McCarty (2013) ensures that teachers tend to think about building fluency in terms of reading, but now more than ever, teachers should be helping their students build writing fluency as well. Readers who do not read fluently devote much of their cognitive energy to decoding individual words and phrases, making it difficult for them to focus on the meaning of what they read. Similarly, students lacking writing fluency devote lots of cognitive energy to forming individual words or basic sentence structures, making it harder for them to focus on conveying their thoughts and feelings effectively. Dosch and Zidon's study (2014, P. 344) defined Differentiation as :

A teacher mindset that all learners respond to instruction differently. Therefore, a one-size-fits-all mentality limits student opportunity to benefit from the instructional method applied. Teachers who utilize differentiated instruction take into consideration multiple aspects of learners to best meet their educational needs. Three diagnostic formative components are utilized to best understand personal characteristics of students and their academic skills: readiness, interest, and learning profile.

Differentiated instruction can be known as an organizing framework in teaching and learning which calls for a major restructuring in the classroom and syllabus, if done in the proper way, its benefits will transgress the costs. Differentiated instruction is "a philosophy of teaching that is based on the premise that students learn best when their teachers accommodate the difference in readiness levels, interests and learning profiles and it is a process to teaching and learning for students of differing abilities in the same class.

Differentiation has its deep roots and origins in previous theories upon which Tomlinson built her theory like Piaget's constructivist theory, Vygotsky's zone of proximal development, and Gardner's theory of

multiple intelligences. In accordance with Piaget's theory, the learner interacts with objects and events available in the physical and social environment and therefore comprehends the objects or events using the process of assimilation, accommodation, and equilibration. The learners, therefore, construct their own conceptualizations and use them to generate solutions to problems. This theory also suggests that humans create and construct knowledge as they try to bring meaning to their experiences. In the differentiated classroom, teachers should facilitate the learning process by organizing learning activities and using a variety of aid material according to the level of students' cognitive structure to enable them to construct knowledge through their experiences.

The zone of proximal development is the distance between students' ability to perform a task with assistance i.e. under adult guidance or with peer collaboration and the student's ability to perform the task without any assistance. According to Vygotsky (1978), learning occurs in this zone in addition to the time that the learner is able to comprehend certain information that he/she cannot access earlier or which lead to building a structure to formulate the new information. In differentiated instruction, first, the teacher needs to identify what the students can achieve without assistance and for further learning of the more challenging tasks, differentiate learning tasks accordingly and provide academic support from the teacher as well as from more outstanding peers so that students acquire necessary academic skills for independent learning.

Levy (2008) points out that Gardner held that human beings possess a basic set of bits of intelligences at varying levels and that no intelligences should be viewed as bad or good. Gardner identified the existence of eight distinct bits of intelligence: visual-spatial, verbal-linguistic, musical, logical-mathematical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic. Gardner suggested that one of the intelligence may be stronger than the other but an ordinary person utilizes them all. As per differentiated classroom, teachers should provide educational opportunities in such a way that nurture the strong area of bits of intelligence to allow students to make use of their bits of intelligence.

Context of the Problem

Since the researcher is a teacher of English in Al-Azhar Al-Sharif, he felt that students need more effort to write fluently. He and other teachers noticed that the writing question is often ignored or missed. This act drew the researcher's attention to the problem.

Forman (2016) points out that learning English as a foreign language, as known as EFL, has been gaining more interest these days because of its necessary roles and to be in support of the fashionable increase of a new economy revolution. It is interesting that when considering all four English components, writing appears the most problematic of EFL students, according to the evaluation of students' ability to command English language as a communicative tool (Ahmadian, Rahimi& Asefi, 2016 ; Cedar & Setiadia, 2016 ; Black & Nanni, 2016 ; Dueraman, 2015). According to Watcharapunyawong & Usaha, (2013), Some problems are due to the confusion between the agreement of subject and. Others might be grammatical errors, noun uses, verb declension, prepositions, collocations, or syntactical errors.

According to Kirkpatrick (2012), learners' errors are an unavoidable element during learning to write an assignment, for it is impossible for language learners to learn or acquire a language without error-making. The most common problem with English skills among its students was found in writing. Moreover, it is also suggested that EFL students should have practiced their writing component more often so that their performance would meet the requirement of their future employers. Thus, all English components are increasingly required, at least in a good commanding level, for new graduates going to the workplace, either in national or in international scope

The researcher indicates many different elements by which teachers can differentiate in terms of content, process, and product. Teachers may differentiate the content, i.e. the curriculum or what we teach, by selecting and organizing learning experiences at various levels of Bloom's Taxonomy by giving low-achievers tasks on the lower level while giving outstanding students tasks on the high level. Another way to differentiate is to choose resources how we give students access to the learning material

but keeping learning outcomes the same for all students, that is, using various resources like print materials, software, educational game, internet search, web quest in order to teach the present perfect tense.

Differentiated instruction is not merely as an instructional strategy, but it is rather a critical teaching and learning philosophy that all ambitious teachers should address. This philosophy, according to Tomlinson and Imbeau (2010, P. 56), is based on the following set of beliefs:

(A) that students who are the same age differ in their readiness to learn, their interests, their styles of learning, their experiences, and their life circumstances; (b) the differences in students are significant enough to make a major impact on what students need to learn; (c) students will learn best when they can make connections between the curriculum and their interests and life experiences; (d) the central job of schools is to maximize the capacity of each child. Contemporary classroom teachers, therefore, will need to develop classroom routines that attend to, rather than ignore learner variance in readiness, interest and learning profile.

The researcher recommends that teachers adopt various techniques to suit the differentiated instruction like the Big-Question Teaching in which the teacher can vary questions, issues or problems according to the students' own pace; likely, the teacher can use Centers or Stations that involve students to work simultaneously on their own pace and abilities. Stations or centers might be teacher-led if new knowledge is to be given or student-led if mastery is to be obtained on the information given by the teacher. Project-based is another strategy and one of the best ways to differentiate instruction due to the students' needs and styles are addressed. Projects internalize help and support among students besides some academic skills.

Tiered activities, on the other hand, are based on the learning tasks designed at different levels of complexity according to students' readiness levels, i.e. to be gradually given to the students, on the other hand, the student finishes one stage, and he transfers to the other one until the task is done. Other activities and techniques that can be used effectively to enhance writing fluency are using games, cartoons, videos, mind mapping,

e-mind mapping, e-questions, PowerPoint slideshows, photo stories, web quests...etc.

Pilot Study

The researcher designed a test (Appendix A) of tasks in which (32) students were asked to reflect their own ideas about a visit to Luxor and the second question was about mind mapping a topic about their family. Moreover, the researcher previewed related literature review, suggestions, and recommendations of other researchers and the experts and stakeholders' opinions in terms of students' inability to write academically or generally.

Results of the pilot study showed the difficulties students face when they begin writing an academic passage as well as their inability to write fluently. The students had a low demonstration of writing in terms of fluency. Sixty-five percent of them showed a lack of acquisition of grammar, punctuation, and spelling. Ninety-five had no organization of ideas. Ninety percent wrote ambiguous and unclear words and ideas, which refers to their inability to meaning construction.

This can be due to the regular approaches and practices that most EFL secondary stage English teachers adopt in teaching writing, the old- fashioned teacher's demonstration without following up with students, lack of variation in classroom activities, over-dependence on the boring blackboard and the negligence that writing has, in spite of being urgently needed in everyday communication.

Hence, the current study attempts to help the first year secondary students develop their writing fluency by using a suggested program based on Differentiated Instruction.

Statement of the Problem

Al-Azhar Secondary Stage students have some problems in writing fluency. This may be due to the current adopted teaching strategies. Therefore, the researcher suggests using differentiated instruction to develop the students' writing fluency.

Study Questions:

The current study is an attempt to find answers to the following main question:

How can Al-Azhar Secondary Stage students' writing fluency be enhanced?

Hence, there is a need to answer the following sub-questions.

1. What is the status quo of the level of Al-Azhar Secondary Stage students' writing fluency?
2. What are the characteristics of a suggested program based on Differentiated Instruction to develop the target students' writing fluency?
3. To what extent will this program affect the target students' writing fluency?

Study Hypotheses

In order to address the research questions two corresponding research hypotheses were tested:

1. "There is no statistically significant difference between the mean scores of the study participants on the pre and post administration of the Writing Fluency Test in terms of the development of each of the writing fluency skills".
2. "There is no statistically significant difference between the mean scores of the study participants on the pre and post administration of the writing fluency test in terms of development of overall writing fluency."

Study Significance:

This study investigates the effect of Differentiated Instruction in

helping ESL students develop their English writing fluency. The study is thus significant because it is designed to explore in-depth whether students produce better writing when working according to the differentiated environment than when working in the traditional classroom environment. The use of the Differentiated Instruction provides an opportunity for them to identify and comprehend writing fluency like the mechanics of writing (i.e. choosing structures, punctuation, spelling, and format of words). Since this is the first study designed specifically to explore in detail the effectiveness of the Differentiated Instruction for Azharite students, the findings will pave the way for further studies to be carried out globally as well as in other Egyptian Azharite institutes.

The current study is important for:

1. First-year secondary students, as it may develop their writing fluency and their abilities to avoid writing mistakes.
2. Teachers of English, as it may provide them with a new strategy in teaching writing fluently and new activities for teaching writing like using the Internet, Social Media and Web Quests instead of the traditional blackboard. In addition, it may provide them with new ways of EFL writing fluency necessary for the first-year secondary students such as choosing words, punctuation, correct spelling and correct structures.
3. Curriculum planners, as it may draw their attention to the effect of the suggested program based on Differentiated Instruction in developing first-year secondary students' writing fluency and incorporating some activities based on Differentiating writing in English and curricula.
4. **Researchers**, as it may provide them with new avenues for further research.
4. Educational Designers by encouraging them to think about a variety of strategies and activities to be used and, during designing syllabi, try to meet the needs of each student separately.

Study Delimitations:

The current study is delimited to the following:

Almost thirty-two students (32) of the secondary stage in Jalawea

Secondary Institute (Al-Azhar Al-Sharif) in Saqulta, Sohag Governorate, Egypt. Furthermore, the study is delimited to investigating the effect of using DI on developing Writing Fluency in the light of four strategies, which are YouTube Videos, Visualization, X-mind mapping and Photo-story 3. The study would be implemented in the second semester of the scholastic year 2018-2019.

Definition of Terms:

1. Differentiated Instruction

Differentiated Instruction is an organizing structure and a philosophy in teaching and learning which calls for a major restructuring in the classroom and curriculum and is based on the premise that students learn best when their teachers accommodate the difference in readiness levels, interests and learning profiles.. (Tomlinson, 2008; Levy ,2008 ; Metropolitan Center ,2008; Dodge, 2009; Hogan 2014 Middendorf, 2009; Logan 2011; Malik & Janjua, 2011; Wu, 2012;Thakur 2014).

In thecurrent study, the researcher can refer to DI as teaching writing skills to the target Al-Azhar first year secondary student separately according to own pace and learning style with the variety of techniques and strategies that lessen the boredom of usual classrooms

2-Writing Fluency

Janovsky (n. d.) views WF as "a student's ability to write with a natural flow and rhythm. Fluent writers use grade- appropriate word patterns, vocabulary, and content ".

In the current study the researcher can refer to WF as the ability of the target students to express their own thoughts smoothly and meaningfully with a natural flow.

2.7 Study Instruments:

1. Pre-posttest
2. Scoring Rubric for the Assessment of Al-Azhar secondary stage students' writing fluency.
3. A program based on Differentiated Instruction for developing Al-Azhar secondary stage students' writing fluency.

2.8 Remainder of the Thesis:

The remaining chapters of this thesis are as follows:

Chapter 2: Theoretical Background

Chapter 3: Study Methods and Procedures for Collecting Data

Chapter 4: Results and Discussion.

Chapter 5: Summary, Conclusions, Pedagogical Implications, recommendations and Suggestions for Further Research

CHAPTER TWO

Theoretical background

This chapter is divided into two parts; the first part deals with writing fluency and the second part deals with differentiated instruction. In respect of the first part, the researcher is going to trace fluency, the related approaches, types, elements and finally strategies and activities of fluent writing. The second part is going to deal with the differentiated instruction's theoretical bases, elements, obstacles, activities, strategies and finally the integration of technology besides practicing writing in English classrooms.

Fluency in EFL

Temizkan & Atasoy (2016) explain that the word fluent is having the characteristic of being fluid, easily understood, readable, clear in terms of meaning, and is cohesive. Fluency is defined as being fluent, the characteristic of a word, writing, and expressions are fluent. The word fluent has a very broad area of use, from how it is used in daily language to how it is used as an academic term. The common denominator of the concept of fluency includes such meanings as being fluid, being cohesive, and not losing the characteristic of being whole.

There is a close relationship between fluency and other language arts. For instance, reading is closely related to WF. According to researchers (Keskin, 2012; Kuhn, Schwanenflugel, & Meisinger, 2010), the criteria on which fluent reading is based are generally accuracy (word recognition), automaticity (speed), and prosody. According to Akyol (2006), fluent reading may be defined as that ability which is done while paying attention to punctuation marks, emphasis, and intonations, without needing to repetition sentences or words, without syllabication and unnecessary pauses, without paying attention to meaning units, and reading as if one were speaking. In line with this description, we can say that fluent reading is related to both quantitative and qualitative measurements. In terms

of quantity, fluent reading consists of the number of words read per minute, while quality is related to accuracy and prosody.

Ozbay (2007) suggests that writing is the act of communicating what we hear, think, plan, see, and live through writing on the one hand, and the description of feelings, ideas, desires, and events with a certain number of symbols following certain rules on the other. As per Avci (2006), Writing does not mean simply compiling words or sentences on top of each other haphazardly. Writing is to express one's feelings, wishes, opinions, and ideas in a certain order, discipline, and harmony. This perspective brings into question those characteristics that must be present in a good written expression.

EFL WF can be defined as writing the text in an easy-to-read manner in which no element exists causing the reader to pause while reading. Taking the literature into consideration, it is possible to state two perspectives that have been developed on the definition of fluent writing. These perspectives can be expressed as “automaticity” and “ratio/time.” Fluent writing is defined as a skill which is carried out automatically in which the text is both cohesive and the reader does not waste an excessive amount of time thinking about the writer's intended meaning. According to Ong & Zhan (2010), quantity and time are considered important in addition to automaticity in fluent writing. Writers able to use the greatest number of syllables, words, sentences, and grammar structures within the time allotted are considered to be fluent writers.

Brand and Brand (2006) address fluency mainly in terms of automaticity. According to them, fluency can be defined as students' ability to carry out activities or tasks in an automatic, quick, and accurate manner. While a writer is considered fluent when s/he is able not only to put words on paper without exerting excessive effort but is also able to establish relationships between ideas. According to this point of view, fluency in writing is ensured when ideas are organized in line with an order in writing when they are described in words known by all and can be uttered easily, and when sentences are short and structurally accurate. Besides, words composed of the same or similar sounds that are not easy on the ear and which negatively affect flow during a reading should not be used; words, sentences, and ideas should not merge; ideas and feelings

should be well-organized and presented coherently so as to ensure fluency.

Fluency is an “automatic operative process” and tries to support his point of view with speaking skills. According to him, fluent speech is automatic and does not need much attention or effort whereas non-fluent speech requires considerable effort and attention in order to be understood by one listening. Because fluent writers have gained substantial experience in writing, fluent writing is thus based on an automatic process that does not need much effort. Such writers do not waste time pondering over words, sentences, ideas, or their organization within the text. Writing is generally a group of letters or symbols written or marked on a surface as a means of communication. This definition suggests that writing is the activity of producing a piece of written language, which is designed for reading. Yet, writing is more than being a matter of transcribing language into symbols as its symbols must accord with certain conventions and rules to form words, and to combine them to form sentences. The learner/writer should consider the four structural levels in writing starting with the word structure, sentence structure, paragraph structure, and overall text structure.

Many researchers like Jones, Reutzel, & Fargo (2010); Hamadouche (2010); Tolesa, (2014) explain that writing, then, is a fundamental component of language which makes up a means of communication in a variety of forms for a variety of purposes and audiences. It is the activity of being able to communicate with language through a graphic representation of ideas. Through the writing process, thoughts and knowledge are blended creating a unique meaning.

Kellogg (2008) clarifies that the composition of extended texts is widely recognized as a form of problem-solving. The problem of content - what to say – and the problem of rhetoric-how to say it - consumes the writer’s attention and other resources of working memory. All writers must make decisions about their texts and at least argumentative texts call upon their reasoning skills as well. Finally, the written text serves as an external form of memory that others can read and reflect upon, providing a scaffold for thinking and writing in the historical development of a literate culture.

Components of Fluent Writing

Lexis

Pelcova (2015) suggests that to be able to use a particular lexical item correctly and distinguish between its various meanings (i.e. phrasal verbs), it is necessary for students to begin using it in its natural context as soon as possible. Students can begin using language creatively even as beginners. Even the limited amount of words they know can serve well to create a poem or a very short story. Creative writing can help them to learn new contexts for those lexical items, begin naturally using phrasal verbs, collocations and idioms as well as master their meanings and the differences between them. When asked to create a text on their own, students can learn how to work with dictionaries, especially English-English dictionary which is very beneficial in learning the language. Working with dictionaries and using lexical items in their written form is beneficial also for practicing correct spelling too. Teachers might create exercises asking students to write a poem using words such as bed/bad, hat/head, etc. to practice their correct spelling and meaning in context. The outcome may lead to a better remembering of these words. Writing tasks can also be used to practice nouns with an irregular plural number, thematic vocabulary (by giving students a particular topic, a set of lexical items from that topic), synonyms and antonyms. For some students, it is actually more beneficial to create a sentence containing the word on their own than to read an example in a coursebook.

Grammar

Like practicing lexis, also grammatical structures can be practiced by the means of writing. Learning grammar is according to Scrivener (2011), a complicated process where learning the rules does not necessarily mean that the student is able to use them himself and actually understand them. He points out, there should be some way that students can transfer this studied knowledge into a living ability to use the language. Writing can serve as this means of practicing the newly acquired grammatical structures as well as the language patterns that students learned in the past. Poems, stories, jokes, articles, fairytales, etc. can focus on practicing various aspects of grammar - be it tenses, participles, articles, parts of speech, passive constructions, conditionals, etc.

Understanding

Some teachers ask students to read pieces written by their fellow students. This allows them to not only read what their colleagues have written but also discover their style, realize differences between their writing and the writing of other classmates. It also allows them to think about the texts critically, realize mistakes that fellow students do and last but not least, practice understanding of a written text. By reading other people's work, the student might realize that what he or she tries to convey through his or her writing does not necessarily have to be conveyed by the text. As an exercise, students may be given pieces of their fellow students and asked to provide a summary or rewrite it to convey the same meaning using different words or transform it into a poem, etc. depending on the particular level of learners and other instructions given.

Word Choice

According to Hamadouche (2010), denotation is the basic or literal meaning of a word. Learners should make sure of the correctness of their words, because sometimes some confusion may stem from words that sound or look similar (but have very different meaning), words and usages that sound correct (but in fact are not considered standard English), or words that students misuse so often that they think they use them correctly. Connotation "is a word's implied meaning which involves emotions, cultural assumptions, and suggestions". The learner should confirm that each used word denotes exactly what he intends to say, considering connotation requires the learner thinking beyond the dictionary, to what might be implied or inferred by his writing. According to what has been said before, both denotative and connotative meanings must be considered when making word choice. However, this is not all, the learner should also consider whether the used words might confuse or possibly offend his audience. This means avoiding informal language, clichés, and slang words.

Mechanics

In composition, 'mechanics' refers to the appearance of words, to how they are spelled or arranged on paper. The fact that the first word of a paragraph is usually indented, for example, is a matter of mechanics. Conventions of writing need that a sentence begins with a capital letter and ends with full-stop punctuation (period, question mark, or exclamation

Point). These types of conventions or mechanics are very significant in putting together a good quality piece of writing because no matter how original are the learner's ideas if he cannot express them in a clear and accurate manner. Writing mechanics are grammar, spelling, punctuation, and capitalization. Grammar is a key element not only in writing but also in language as a system of communication in general. Having a good knowledge of the parts of speech, the structures of the language and its rhetorical devices and knowing how to manipulate them should be acquainted to write. Capitalization and punctuation marks are integral parts of written English.

Among other things:

They indicate pauses and sentence boundaries and also eliminate ambiguity. A well punctuated and capitalized piece of writing should make your work easier to read and understand and will, therefore help it make a more favorable impression on your readers (Murray and Hughes, 2008, p. 185).

According to the definition of (British Council 2019; Cambridge Dictionary, 2019), It is noteworthy to refer to Appropriacy as it refers to whether a word is suitable for the context it is being used in. It is an important aspect of language but a complex one, as decisions about how to say things depend on understanding exactly what is right for the context and the culture. The fact that a word or phrase sounds natural and is acceptable when used in a particular situation. Majeed (2019) points out a topic under consideration is the appropriate use of language; the same way of speaking or writing cannot be adopted everywhere or with everyone. Most of the time, the language is not judged by it is correct or incorrect, but whether it's appropriate or not.

In practice, the language may be better be described as “appropriate” or “acceptable” to a given register or context. There are certain rules and modicum that one should follow while using language, which means the proper use of language under the situation or the person whom we are talking to. Inappropriate language is also a cause of humor at times. If a foreigner tries to speak another language, he will miss some of the received pronunciation of the area which will become the cause of laughter. We find many such examples around us every day especially our students who are not familiar with the pronunciations or the vocabulary of English.

Sometimes they use some words which are totally out of context but they had heard it somewhere, so they think it would impress the teacher if they use it. Such inappropriate use of language causes laughter among everybody.

Approaches to the Teaching of Writing

The Process-Oriented Approach

Hasan & Akhand (2010) state that the Process Approach Model comprises eight stages; Stage one (Brainstorming), Stage two (Planning/Structuring), Stage three (Mind mapping), Stage four (Writing the first draft), Stage five (Peer feedback), Stage six (Editing), Stage seven (Final draft), and Stage eight) Evaluation and teachers' feedback.

Product Approach

Hasan & Akhand (2010) proceed that product approach is a traditional approach in which students are encouraged to mimic a model text, usually is presented and analyzed at an early stage. Product Approach Model comprises of four stages Stage one: Students study model texts and then the features of the genre are highlighted. Stage two: This stage consists of the controlled practice of the highlighted features, usually in isolation. Stage three: This is the most important stage where the ideas are organized. Stage four: This is the end product of the learning process.

The Genre Approach

The genre approach to teaching writing is mainly concerned, emphasizes more on the reader. As the name indicates, on teaching particular genres that students need control of in order to succeed in particular situations. This might include, According to Nemouchi (2008, P.92-3)

A focus on the language and discourse features of the texts as well as the context in which the text is produced. The purpose of this writing involves the context where the writing occurs, and the conventions of the target discourse community.

Criteria for Writing Fluency

Writing in English fluently requires some criteria of acceptability, which include meaning construction, organization, and clarity of ideas, accuracy, and Self-expression.

Meaning Construction

According to Peng (2010), Meaning construction refers to "the process for people to synthesize their prior knowledge or social factors into the situation created in contexts and then construct meaning". According to Radden, Berg, and Siemund, (2007), Learners must be taught to decipher and understand the meaning behind the words being read. Meaning does not reside in linguistic units but is constructed in the minds of the language users. Meaning construction constitutes a mental activity whereby speech participants create meanings based on specific linguistic units.

There are many strategies for implementing rightful meaning construction. Paraphrasing is the main strategy, which is the act of retelling a text in the learner's own words. It is a great way to use text to construct meaning because it requires the learner to choose the important details, ideas, and series of events that are essential to convey the intent of a text. Another strategy that is known as making connections, this strategy posits that learners use their prior knowledge and experiences as a means to decide what they are reading. Another way to use text to construct meaning is through **visualization**. When visualizing, readers are prompted to use the text to create mental images of what they are reading. Visualizing requires a learner to break down the text and then rebuild it. Sort of daydreaming, envisioning what is being read is a great way to make its meaning stick.

Moreover, inferencing, the process of judging, concluding, or reasoning from given information has been found effective in improving the learners' abilities to construct meaning. Monitoring, the process of knowing when what you are learning is not making sense and having some means for overcoming the problem, is an important part of students' metacognitive development. Expert constructors of meaning are able to expect problems in their understanding and correct them as they occur. Summarizing, which is collecting important information from longer texts,

has been shown to be an important strategy in helping learners improve their abilities to construct meaning. Students can focus on certain elements in the story like characters and plot in narrative texts, while they may identify the main ideas in expository texts.

In addition, another strategy called question generating. Students generate their questions to be answered as they learn. It is demonstrated how effective student-generated questions can be in helping students improve their abilities to construct meaning. This strategy can be easily found in the famous KWL strategy that prompts students not only to self-question but also to activate prior knowledge and assimilate new information. The KWL strategy helps the students to see the importance of before; during and after writing processes in that they can get questions on personal thoughts about what do I know? What will I learn? What did I learn? Respectively. (" Strategies for Constructing Meaning", n.d.)

Leigh and Heid (2008) suggest another painstaking strategy, **drawing**, to enhance meaning construction. For them, children become "bilingual" when they move from their first written language, drawing, to their second written language—writing, words. Code-switching occurs when learners substitute pictures for written words.

Recognizing that both words and images communicate meaning allows us to understand that pictures are as complex as novels. Visual literacy refers to the way that images convey meaning just as texts do. It includes a set of skills intended to aid in the interpretation and analysis of images. Using these strategies, students can decode messages in pictures to understand the way they communicate using form and composition. In textual documents, an author will use words to describe the world. In painting, photography, illustration, and other forms of image production, visual artists use color, light and shadow, contrast, composition, depth, and focus to convey meaning. While authors use verbal language to communicate, artists use visual language.

Learners, According to (Roberts, 2018), can think of novels, paintings, films, photographs and graphic novels as forms of storytelling. According to the principles of storytelling, a story must involve a character who performs actions and events that take place over time. A graphic novel or a comic strip will use both formats, word, and image, to tell stories that take place over a span of time, conveying a series of events including characters and actions from beginning to end.

Organization

According to Creme and Lea (2008), free-writing and brainstorming are effective for shaping the learner's thoughts allowing some time to make a connection with the assigned subject noting everything and anything that comes to mind. The two preceding techniques are similar in that they are timed, and flowing exercises meant to elicit many thoughts and ideas on a given topic. Nevertheless, free-writing requires putting whole sentences or phrases on paper whereas brainstorming involves creating a list that might contain various individual thoughts that make sense in a particular order.

Clarity of Ideas

The learner's goal when writing in an academic context is to convey information, including the fact that he can write well. As Wallwark (2011, P. 14) notices:

It is possible to write a paper in completely accurate English, but still have a paper rejected for poor writing skills - which is what happens even to native English researchers. On the other hand, a paper that is constructed well, and is easy to read, may be accepted (perhaps with some requests for minor revisions) even if the English is not totally accurate.

The researcher agrees with the aforementioned quote, as clarity is an essential element of writing the learner should become skilled at in order to make his writing readable, and guarantee that those who read it understand exactly what he means to say. Murray and Hughes (2008, p. 86) emphasize the importance of clarity as a fundamental element in making one's writing easy to be read and accessible. They should also Use powerful, precise adjectives and adverbs. One way to accomplish clarity is to use powerful and specific adjectives and adverbs. The right modifiers (adjectives and adverbs) help out the learner to convey his message across in fewer, more accurate words. For example, Chihuahua can take the place of a little dog; exhausted can take the place of really tired, and late can take the place of somewhat behind schedule. Being concise is also a favorable manner of clarity, this means getting right to the point without unnecessary spinning around, worthless repetition or wordiness. A good writer,

According to Murray and Hughes (2008, P. 45) is the one “who sticks his ideas together as links in a chain If any links are missing, the connections become unclear and the argument structure breaks down.”

Accuracy

Baleghizadeh and Yahya (2012) suggest that many non-native speaking graduate and undergraduate students often fail to recognize and appropriately use the conventions and features of academic written prose. It seems obvious that in academic writing one should always follow rules of grammatical accuracy since the end-user of the writing is likely to be an expert in particular fields. Thus, it is vital that writing is clear through compliance with the rules of punctuation and the norms of grammar to maintain clarity and avoid ambiguity in expression. It is the language tools including the structures and lexis that EFL writers must have to construct a text. In other words, no matter how well writing is organized or how challenging the writer's ideas may be, it would be hard to understand them if the language is vague. When it comes to assessment, though, raters and referees seem to be more concerned with the linguistic errors made by the writers than the rhetorical and discourse features of texts, learners are able to support L2 accuracy through questioning, proposing possible solutions, repeating, and negotiating through peer-peer interaction.

In a research conducted by Wigglesworth & Storch (2009), collaborative writing in a second language context, the participants were asked to write an argumentative essay discussing the pros and cons of exam-based assessment under limited time. The writings that researchers investigated measured fluency, accuracy, and complexity. This comparison revealed that collaboration affected positively on the accuracy, but did not affect fluency and complexity. Francis, Laura, and Gelman (2002) suggest that native speakers have correct structures than L2 learners due to rapid retention across fewer periods of time and long-term performance. Vocabulary size, on the other hand, is correlated with grammar skills and with the syntactic complexity of utterances.

Self-expression, Self-esteem, and Self-discovery

Writing proves valuable also in terms of self-discovery, self-expression and developing self-esteem. Being able to express oneself freely, present one's thoughts, beliefs and ideas are not always easy and it is not always

desired (in regular classes and the majority of subjects). Learners generally do not have enough opportunities to be creative in their mother tongue classes, in schools, they are usually taught the skills of expository writing and thus they might actually believe that they are not talented or skilled enough; that creative writing is predominantly for gifted people. Usually, in schools students learn how to write essays, letters and other rather formal writings such as curriculum vitae; but poetry is scarcely written. Using it in teaching English (and teaching foreign languages in general) might thus lead to self-discovery of students who have never actually tried to find out how great writers they can be. Writing thus can help students reveal and discover their skills and develop them.

Appropriate Strategies for Developing Writing Fluency

The National Assessment of Educational Progress (NAEP)(2011) described the skilled and fluent writer as one who could (a) develop and organize ideas, (b) use language for communicative purposes (persuade, explain, and convey experience), (c) use commonly available computer-based word-processing tools (editing, formatting, and text analysis), and (d) respond to on-demand requests for written responses.

Many studies as (Gillespie & Graham, 2014; Hebert, Graham, Rigby-Wills, & Ganson, 2014; Kiuvara, O'Neill, Hawken, & Graham, 2012) agree that teachers would enjoy methods that provide additional supports to address a broad range of writing skills while concurrently developing student use of a structured writing process that produces more skilled and independent writers. Previous studies show that explicitly teaching writing strategies, planning, editing, goal-setting and note-taking produced significant positive impacts on writing quality

Project-Based Learning

Ramirez (2014) points out that Project-based learning is more than the simple incorporation of a project; it is experiential and meaningful learning: "It is a versatile vehicle for fully integrated language and content learning". Project work is a learning experience which seeks to provide students with knowledge from various areas of learning. It is "transverse and integrative," and can be applied to real-life situations. These aspects can be kept in mind to foster meaningful written production because students are not only learning a language but are also learning through a language. In other words, this process involves multi-skill activities which focus on a theme of interest rather than on specific language tasks.

Journal Writing

Many research (Fagan 2008;Evabs 2008;Lee 2012) posit that journal Writing revolves around three domains; Description, Analysis and Interpretation. The teacher may ask students to describe settings, activities, and people in enough detail to allow the reader to form a clear mental picture of the situations, procedures, or events presented in the journal. In terms of analysis, they may analyze the activities, events, and behaviors reported in terms of roles and responsibilities, as well as opportunities and constraints; as for interpretations, ELLs may write an objective appraisal of the values, goals, and accomplishments of the people and situation reported. It is useful in determining their outcome and alternative viewpoints. Not only does it provide consistent practice, as the journal is meant to be used daily, but it allows the teacher to have an easier and more holistic access to students' writing, which in turn gives way to more individualized instruction opportunities. It can be used as a scaffolding step as well before launching into a more formal writing task or a self-reflection activity on previously taught reading strategies to check their understanding of using sticky notes to track comprehension.

Pre-Writing Activities

According to Getachew (2014), many writers have also stressed the importance of pre-writing activities in content area classes for producing organized and enriched essays and reports. Students should plan their ideas and decide on their relationship ordering using, for example, the techniques of brainstorming, quick-free writing, and browsing sources, reflecting, etc. Meta-cognitive instruction should also include the management of emotions that go with the mental stress of the students at a time of confronting difficult tasks, uncertainties, mistakes, and familiarities. Less proficient students, especially those who have continually experienced academic failure, must be taught self-motivational strategies for confronting problems that arise during the writing process.

A long article entitled "How to Teach Creative Writing" (Feb. 2016) tries to give a hint of writing activities. Using graphic organizers is one of these activities in which teachers show students how to use them such as story map, which is a tool used in both reading and writing instruction, that helps students to understand the important elements of the story by analyzing the story elements such as plot, characters, setting, theme, problem and solution on a story map, so they refer to while writing. A graphic organizer is a visual display that demonstrates relationships

between facts, concepts or ideas. A graphic organizer guides the learner's thinking as they fill in and build upon a visual map or diagram. They are also informally used as a term to describe all visual learning strategies such as concept mapping, webbing, mind mapping, and more.

An example of websites that provide organizers is http://www.educationoasis.com/curriculum/GO/character_story.htm where Students can download graphic organizer templates. Reading to students is a beneficial way that enables students to choose words and listen for samples and mimic them. Writing poetry with students make them gain confidence and be acquainted with rhyme patterns. Writing letters helps Students who love writing notes. Teachers should give students a meaningful task that requires writing a letter. They might write to ask someone to come and speak to their class. Teachers might choose some familiar fairy tales, stories or nursery rhymes and telling students to discuss which story elements tell them who is telling the story.

Teachers can use Share Stories by giving a prompt to students and ask them to write their own. Make small books from pages wrapped with ribbon through holes on the sides. Let the students pick their favorite stories and create pictures for the books. Send home copies of the books for the parents. Starting with the six traits of writing, which are ideas, organization, voice, word choice, sentence fluency and conventions. These six traits provide a way to assess students' writing. When students understand the traits, they know what is expected of their writing. Using prompts could be used for short stories, journaling or oral stories. Vary the types of prompts. Teachers could use famous quotes, paintings, photographs, comic strips, passages from novels, poems, story starters or anything else students might relate to. An example of the sites that provide such these prompts is <http://www.creativewritingprompts.com/> to view more than 300 prompts to get students started writing. Teachers can use the strategy of Peer Conferences. During these evaluations, students read each other's writing and give feedback. Teachers might model or script an effective, valuable conference for the class to see. Teachers vary how the partners or groups are organized and let students choose a friend, teacher's choice, student to the left, etc. Teachers give students a sheet of questions to ask each other and turn in for a grade .Questions could include: What is your favorite part of this story?

Teachers teach Mini-Lessons at the beginning of each lesson such as focusing the lessons on a small topic like using adjectives to replace the word "good." Teach other mini-lessons about strong verbs, fragments and

run-on sentences, figurative language and good leads and conclusions. The aim of Writing Cycles is to give students a sense of collaboration with other classmates as they create stories together after the teacher gives them a prompt such as "It was noon and the sun was hot..." and let the students complete the task. Six-Sentence Paragraphs is a technique in which teachers instruct each student to write a six-sentence paragraph without repeating any word twice and with making a sense. Journaling is a technique that the students can do within one week writing on seven pieces of paper responding to the question "What I Saw" and "What I Thought about" What I Saw."

Field Trips is a rich source of inspiration to students as taking students out of the classroom and letting them observe human behavior, visuals and scents force them to take note of the details that play a vital role in the creative writing process. Teachers can take students to a farmers' market, park or even a school library where, with notepad in hand, the students can write down what they see and observe. Pictures and Photographs also affect students' writings well as the old saying goes, "A picture is worth a thousand words." Allowing students to write about what they see in a picture or even a photograph gives them the opportunity to write about what they see and what they feel.

Meta-narrative Observations are remarks written by students after watching movies, plays or reading books, which give students the opportunity to get inside the writer's or creator's head by asking questions that take a step back and look at the creative process such as why did the author choose a certain name, birthplace or personal history for a character? What is the relationship between the creator's own biography and that of her main character? They may use both techniques craft a story based on a news item or use another story as a springboard. Playwriting is a great way for students to really play with both language and imagery. Challenge students to write a play using alliteration, by focusing on a word chosen at random from the dictionary, or by setting it in an unusual place. Alphabet Story is a story students write that is exactly 26 sentences long. Each sentence should begin with the next letter of the alphabet. Teachers give strict guidelines -- about the theme, character types and the title students must adhere to -- or you can allow the class to come up with the topic and characters. Monologue or Letter to a Loved One is an opportunity for students to express their innermost feelings to someone they are unable to see. Pet Story is a creative writing activity allows students to view the world from their pet's perspective where teachers instruct students to write a story about a typical day at home but write what the day looks like

through the eyes of their family pet. Students can see a film and write about their analysis of the characters and plot, this is what educationalists call Film Study.

Fluency Difficulties Encountered by Students

There are intrinsic and extrinsic problems that impede the students' fluency in writing. The major intrinsic difficulties of students' relate to handwriting and punctuation, syntax, common errors (i.e. problems in the inflection of regular verbs and nouns, subject-verb agreement and the use of articles), spelling, vocabulary and beyond the sentence (i.e. problems in presenting and elaborating of a central idea). The major problems in writing are psychological, linguistic and cognitive problems.

Students, according to Eberhardt, (2008), however, should prove strong organizational skills in manipulating and re-ordering a text at word, sentence and paragraph level. Lacking accuracy and elaboration, awkward repetition with limited cohesive devices and writing factual narrations and descriptions are the features where advanced low advanced writers are familiar with. Numerous errors which are full of inconsistencies and inaccuracies that occur when they are connecting sentences into paragraphs depict that the writers are at intermediate level. Writing related short and simple compositions with limited 01 infer that the students are at mid and low intermediate levels.

Tolesa (2014) classified problems in writing to Psychological problems which are the problems related to the writer's sense of isolation while writing because of the absence of any physical interaction and feedback from the teacher. The students also face **linguistic** hardships such as grammatical problems, sentence structure problems and problems of diction are linguistic problems that prevent students' effective writing in English while **Grammatical** Problems are also one of the problems in students; writings as they have some problems in their second language writing like using verbs that take different forms depending on tense and subjects they are used with, they create problems for second language or foreign language writing students as well as problems with subject-verb agreements, pronoun references, and connectors. Furthermore, Sentence Structure Problems, on the other hand, mean sentences reflect various syntactic structures. Those students who have the problem of writing good sentences structures are unable to produce longer sentences requiring subordination and coordination. Cohesive devices are crucial in writing.

Students' writing encounter punctuation problems as there are no universal rules of punctuation. Students have problems in using capitalization properly.

Tolesa (2014) suggests that content Problem in writing that the learners face in terms of exploring ideas and thought communicate with others. Teachers should encourage students to focus on the message, ideas or thoughts they wish to convey rather than grammar, spelling, punctuation, and others. Students also have the **organizational** problem of structuring the paragraph, topic development of a paragraph, structuring the whole discourse and a theme in a discourse. The most common students' problem in paragraphing is either the paragraph is not limited to a single topic or the single topic is not developed or exemplified adequately. Students have the problems of writing united paragraphs because of their failure to use cohesive devices.

Theoretical Bases for Differentiated Instruction

"Children learn well in various ways and with varying degrees of structure" (Tomlinson, 2010). Differentiated Instruction, then, had drawn on many theories call for the same direction.

Multiple Intelligences Theory

According to Armstrong (2009), the Multiple Intelligences theory, introduced by Gardner in 1983, supports the use of DI as a way of drawing on students' strengths. Although originally created to enhance understanding of brain-damaged students, teachers who use Multiple Intelligences are able to determine the mental, physical, and social strengths of all students. The theory subsequently developed the principles, format, and constituent elements of DI. Multiple Intelligences theory argues that it is important to portray a person's talent in terms of individual cognitive capacities. The Multiple Intelligences theory has a foundation for students to learn content and demonstrate how they learned the material using MI theory; teachers can give assignments that allow the students to draw heavily on the form of intelligence that causes learning to be most meaningful for them and easily understood.

Writing Fluency and The Social Constructivist Theory

Sun & Chang (2012) supposes that the theory of Constructivism first

appeared in the 1980s and has since become one of the major conceptual framework in shaping current educational reforms and practices”. Learning, as put forth by Vygotsky, takes place through social interaction, dialogues, and collaboration. According to Vens, (2011), Social constructivists take constructivism a step ahead and assume that “ learning emerges as an individual interacts with other individuals”.

Fer (2008) proposes that the constructivist approach supports that students become active in the learning process, include their individual differences in their learning and need to take the responsibility for their own learning. Rollins (2011) explains that the classroom setting is a social environment composed of individuals with different traits, and teachers should consider these differences and choose their instructional methods under students' different learning styles, interests, and preparedness levels. According to Bender (2012), When students with lower learning level and rate than their peers cannot receive education in accordance with their levels, rates of failure and dropout increase whereas those with higher learning levels become less and less successful in time as they cannot use their potential. Differentiated instruction is an instructional method complying with the constructivist approach that takes individual differences into consideration. Yabaş & Altun, (2009) report that it is an instructional method which considers students' differences in preparedness levels, interests and learning styles, develops learning environments suitable for these differences to give a chance to every individual to succeed and supports the development of students in acquiring information, interpretation and expressing what they learn.

Vygotsky's Zone of Maximal Development

Zone of proximal development is the difference between what a child can do with help and cannot do without assistance or guidance (Azah, 2016). An important aspect of this social process is the idea that a learner's developmental potential is influenced by what Vygotsky called the Zone of Proximal Development (ZPD), scaffolding and intersubjectivity. In Vygotsky's view, human learning cannot be understood as by itself from the social and cultural forces which influence individuals. According to him, sociocultural interactions are critical to learning. The most important tool according to Vygotsky(1978) is the language other than physical, cultural, and psychological tools which individuals use to learn and regulate their activity. As a result, socio-constructivist learning theory is essentially collaborative. Vygotsky talks about conceptual and cultural learning which occurs through dialogue in what he called a Zone of Proximal Development. He defines the zone of proximal development as “

the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers”(Noytim, 2011).

Key Elements of Differentiated Instruction

Tomlinson and Imbeau (2010) describe differentiation as “classroom practice with a balanced emphasis on individual students and course content” (p. 14). They posit that at the core of the classroom practice of differentiation is the modification of curriculum-related elements such as content, process, and product, based on student readiness, interest, and learning profile.

Student Readiness

If teachers are to effectively differentiate instruction, then they must not only understand the concept, but they must also feel motivated to integrate differentiation into the classroom (Latz, Speirs Neumeister, Adams, & Pierce, 2009). One way to begin this process is by paying attention to student readiness. Tomlinson and Imbeau (2010) caution that readiness is not a synonym for ability and the two terms should not be used interchangeably. For them, readiness suggests a temporary condition that should change regularly as a result of high-quality teaching; whereas ability refers to a fixed state based on some form of the innate or inborn trait. Santangelo & Tomlinson (2009) argue that the concept of student readiness encompasses student knowledge, understanding, and skills in relation to the instruction a teacher is planning. The goal of readiness differentiation is to ensure that all students are provided with appropriately challenging learning experiences.

Student Interest

Student interest is a factor “that which engages attention, curiosity, and involvement of a student” (Tomlinson & Imbeau, 2010, p. 16). Therefore, when teachers differentiate instruction according to students’ existing interests, such students are to connect what is being taught with things they already value. Interest-based differentiation also encourages students to discover “new interests” (Santangelo & Tomlinson, 2009). In a classroom setting, for example, teachers may choose to differentiate key skills and materials to be learned by aligning them with particular students’ interests in several areas such as music, sports, or wildlife.

Students' Learning Profile.

Santangelo & Tomlinson (2009) suggest that when differentiation depends on learning profiles, students have opportunities to learn in ways that are natural and efficient. For example, students may be given the opportunity to work alone, with partners, or in a group. Ss may also be provided with workspaces that are conducive to various learning preferences—a quiet place or with music playing; in a dimly lit room or one with bright lights; workspaces with tables instead of desks. Key factors in student learning profiles include learning environment preferences, group orientation, cognitive styles, and intelligence preferences.

Content Differentiation

According to Levy (2008), content is what we teach. Each child is taught the same curriculum but the content may be quantitatively or qualitatively different. There are children who read and write well above grade level. Why would we want to limit them to the confines of the curriculum and standards when they can go much further? Students who are well below grade level will be more successful with a smaller amount of content or content at an appropriate level for the learner. The student who has not yet mastered multiplication and division is not ready for equivalent fractions. We must be sure the building blocks are in place for students before we ask them to move on to the next task. Differentiated instruction allows for variation in content without losing sight of the curriculum to which all children are entitled.

According to Santangelo & Tomlinson, (2009), It is reasonable to assume that once teachers have a good understanding of students' level of readiness, interests, and learning profiles, they will be more likely to engage in effective and appropriate content, process, and product differentiation. The content comprises not only what is taught, but how students access the material taught. Teachers suggest that, to a large extent, what is taught should remain relatively constant across learners, with teachers varying how students get access to specified content to address learners' needs. Some strategies for content differentiation include: providing materials at varied reading levels of complexity; curriculum compacting; using small group instruction to re-teach or reinforce content; providing text on audiotape; supplementing oral presentations with videotapes and visual demonstrations; providing note-taking organizers; highlighting or summarizing key portions of text; and using manipulatives.

Peregoy and Boyle (2013, P. 104) set examples of content differentiation:

such as (1) select specific areas of interest within the focus area; (2) select a variety of books and resource materials; (3) group students according to readiness levels or interest levels; (4) reteach to small groups who need support or explanations -exempt those who have mastered the material - ; (5) allow students to work alone or with peers. The examples listed above contribute to the learning to occur in a more relaxed way. "The relaxed atmosphere, or the low-anxiety environment, is considered conducive to content learning and language acquisition.

Therefore, the researcher recommends teachers should vary techniques and styles of teaching to meet the students' learning pace and to add enjoyment to learning.

Process (activities) Differentiation.

Levy (2008) stresses that the Process includes how teachers teach and how students learn. The activities we provide for student learning must address different student abilities, learning styles, and interests. The teacher might begin a unit on problem-solving strategies in mathematics with a mini-lesson outlining the analysis of a problem. From there, he/she might break students into smaller ability level groups, giving each group a problem that is at an appropriate level for their readiness. As the class progresses through this unit the teacher might show different ways students solve the same problem by grouping students based on learning styles. Student learning style can be determined through learning styles questionnaire or inventories given early in the year. By grouping students who are kinesthetic, linguistic, and artistic into separate groups, they can demonstrate three distinct ways to solve problems and show how they came to a solution. Students do not all learn the same way, so we cannot teach them all the same way. We have to adjust our teaching style to reflect the needs of our students. To do this, we must find out where our students are when they come into the process and build on their prior knowledge to advance their learning. Students will need different levels of support that can be determined through formative assessment.

According to Bailey & Williams-Black (2008), Like content differentiation, the process can also be differentiated in response to readiness, interest, and learning profile. Differentiating the process within

a lesson refers to “how the learners come to understand and assimilate facts, concepts, or skills. Strategies for effective process differentiation include: tiering activities to various levels of complexity to optimize every student’s classroom experience; providing directions at varied levels of specificity; varying the pace of work; offering multiple options of expression; giving students alternative topics on which to focus; creating activities that are harmonious with students’ preferred modalities of learning. These activities are referred to as “sense-making” activities, which allow students to increase their understanding of the topic being taught. It is important to note that the process is differentiated not only by how the teacher decides to teach (lecture for auditory learners; centers for tactile learners; small group and whole group) but also by the strategies the teachers encourage students to use to facilitate thorough exploration of the content taught. This can be done by way of higher-order thinking, open-ended thinking, discovery, reasoning, and research

In addition to the “input”, students need:

Time to practice/process the new ideas and information so they will not lose or confuse them. Modifying the process, on the other hand, involves the use of varying activities, techniques, and teaching strategies to help learners make sense of meanings. That is, flexible grouping is a strategy that allows students to be grouped according to their needs. By modifying the instructional process, classes become more meaningful and applicable to learners in an academically enriched context. (Pham, 2012, p. 16).

The researcher thinks that grouping is one of the teacher's allies that must deal with them in a way serves enhancing the students' abilities in writing and in learning generally.

Product Differentiation

The product is the way our students demonstrate what they have learned (Levy 2008). Tomlinson suggests that products are culminating assessments that allow students to demonstrate how much they understand and how well they can apply their knowledge and skills after a significant segment of instruction. Product differentiation should offer students multiple pathways to show mastery of common learning goals. Effective

product differentiation assignments should offer students clear and appropriate criteria for success; focus on real-world relevance and application; promote creative and critical thinking, and allow for varied modes of expression. Santangelo and Tomlinson (2009) also believe that it is important for teachers to provide students with adequate scaffolding and support, as well as opportunities for peer and self-evaluation. Bailey and Williams-Black (2008) suggest that differentiating the product allows students to self-select a way to show they have learned the material that was taught. They argue that when students self-select their product, they normally choose a method that will provide them success, which most likely will coincide with their learning profiles.

Therefore, it is important for teachers to:

Promptly provide feedback so that learners know exactly where they are and what needs to be improved. Writing a story or a poem, debating or investigating an issue, creating a song and comparing and contrasting ideas and opinions are some of the possible strategies for differentiating the product. (Pham, 2012, P. 16)

Therefore, varying environment and techniques are of a great significance to students even if the teacher faced many troubles like funding or time and effort exerted, but this will pave the way to better writing abilities.

Benefits of Differentiated Instruction

Santangelo & Tomlinson (2009) state that Differentiating instruction has many benefits both to the learner and to the instructor. When used by instructors, this teaching strategy promotes engagement, facilitates motivation, and helps students make the connection with what is being taught in the classroom to the things they value outside of class. When such connections are made, students tend to improve their retention of the information. In addition, differentiation can encourage students to discover new interests. Tulbure (2011) posited the following additional advantages: it places students as the focal point of the instructional process, it allows flexibility in learning tasks, it evaluates and respects the differences between individual student needs and preferred learning modalities, and it levels the field for student success. Further, differentiated instruction empowers instructors to be responsive rather than reactive to students' unique and individual personalities, backgrounds, and abilities.

According to Chamberlin & Powers (2010), In higher education, the common expectation is that a topic will only be covered once in a class. This reality poses a challenge for instructors in higher education to revisit or re-teach a topic when students need further explanations or some other form of differentiation. Therefore, these instructors would need to be purposeful when utilizing class time. A second complication of the environment is that instructors in higher education seldom have their own classroom and, as such, may be limited in how much they can change the classroom environment.

Tobin & McInnes (2008) point out that mixed ability classrooms are widespread among schools. This is a common factor that teachers have been struggling with, and asking the question that triggered this study: “How do I meet the needs of all my students?” Teachers are aware, more than ever, that a One-size-fits-all lesson plan will not meet the needs of all their learners. Students come with varied backgrounds, home life, experiences, motivation, and abilities, not to mention different learning styles. While teachers are aware of this phenomenon, they are often unsure how to deal with it.

To be able to successfully differentiate, a teacher must know his/her students well. At the core of differentiated instruction is the relationship between the teacher and the students (McCarthy, 2014). The learning in the classroom should be driven by data collected by the teacher from the students, rather than the textbook (Reese, 2011). It is essential to language learners to have a variety of texts such as storybooks, news articles, picture books and web pages, so they can be exposed to a variety of authentic language (Government of Alberta, 2010; National Curriculum, 2014). Offering foreign language learners content specific material at levels that they can read successfully enables them to get key vocabulary and information (Government of Alberta, 2010; National Curriculum, 2014). Materials at the appropriate difficulty levels could provide students with the scaffolding needed to develop stronger reading skills. Teachers must be careful to differentiate the material but not have different material.

Many studies that have examined the effect of the differentiated teaching approach on students' mathematical success generally focus on numbers and geometry as well as subjects of suitable difficulty and students' motivation (Sondergeld & Schultz, 2008; Ericson, 2010; Chamberlin & Powers, 2010; Faulkner, 2013; Kok, 2012; Yabas and Altun, 2009; William, 2012; Abbati, 2012). However, only a limited number of studies that address algebra (Millikan, 2012) have attracted attention.

Ferrari (2009) and Tulbure (2011) studies assert that inclusive classrooms can provide a forum for all students to learn; however, supportive classrooms and teachers do not assure learning. Teachers who look beyond traditional programs and use assessment-guided differentiated instruction can begin to meet the diverse needs students, such as Matthew, with multiple special needs. Moreover, using Kolb's learning styles categories to place pre-service teachers in small sub-groups and differentiated Instruction did improve the students' achievement.

Tomlinson (2009) and Santangelo and Tomlinson (2009) studies uncovered the significant gains were found for standardized test scores in math, reading, and writing after beginning a system-wide differentiation initiative and students indicated the following benefits: (a) using a variety of materials and activities, (b) participating in collaborative learning opportunities, (c) having options for expressing their knowledge, (d) learning strategies that were designed to support text comprehension, and (e) having the provision of choices.

According to Hertberg-Davis (2009), differentiated Instruction serves low-achievers as well as gifted students. Most gifted children spend the majority of their school time in regular classroom settings, grouped with age peers who have a wide range of academic achievement and potential. This expansive range of needs in every classroom underscores the importance of assessing all students and providing differentiated curriculum and instruction that will promote their learning. Differentiation is grounded in an understanding that curriculum and instruction promote learning and growth when they are linked to the specific, assessed needs and capabilities of the learners involved. Gifted and talented students learn more quickly than and differently from other children of the same age. They generally need less practice to master particular skills and are capable of intellectual engagement requiring greater complexity in the consideration of ideas and in the completion of tasks.

Many studies asserted the role played by Differentiated Instruction in helping either ordinary students or refugees as these cases constitute a real challenge for teachers since most of the refugee students have had interrupted schooling, are over age, and have low levels of literacy in their first language. This is why teachers have to apply effective and inclusive instructional strategies that avoid equity gaps and take into account student diversity. Differentiated instruction meets the needs of each student and addresses the diversity in classrooms (Dooley 2009; O'Meara, 2010; Sidhu

& Taylor, 2011; Gregory and Burkman, 2012; Windle and Miller, 2012; MacNevin, 2012).

Difficulties of Applying Differentiated Instruction in EFL Classrooms

Studies show that many teachers hesitate to integrate differentiation into the classroom for several reasons. These include: a general lack of administrative support; fear of lowering student test scores by deviating from the prescribed curriculum; challenge of dealing with student behavioral problems; teacher resistance to a change in teaching style; lack of time to plan for differentiation; and uncertainty about parents' reaction to differentiation (Joseph, 2013). Notwithstanding these obstacles, principals and school administrators provide the enabling environment to support the implementation of differentiation techniques in the classroom. Tomlinson and Imbeau (2010) concur that effective differentiated instruction is inseparable from a positive learning environment, high-quality curriculum, assessment to inform teacher decision making, and flexible classroom management.

Scaffolding

Bruner and his associates introduced the term "scaffolding", according to Noytim (2011), which refers to giving learners a great deal of support in the beginning and then slowly encourage them to become more independent and responsible for their learning. The ultimate aim is autonomy. The essence of scaffolding is the sensitive, support intervention of a teacher in the progress of a learner, who is actively involved in a specific task which is within that learner's ZPD. Scaffolding, in other words, is an effective teacher intervention in learning. That is, the teachers and students talk to share knowledge and construct new understanding or concepts.

The provision for assisted performance by parents, elders, older siblings, child caregivers and more competent peers to a child is known as scaffolding. It is the support for learning and problem solving that encourages independence and growth. Common elements of scaffolding include task definition, Direct or indirect instruction, activities, Provision of materials, equipment and facilities and other environmental

contributions. Scaffolding may include assistance with planning, organizing, doing and/or reflecting on the specific task. Within the African context, for example, scaffolding is seen as when parents give help to their children in cooking duties and farming. Furthermore, during games and play songs, more experienced peers and older siblings scaffold children to a mastery of games and draw out appropriate social meanings from them. Effective scaffolding makes two major contributions. Scaffolding makes it easier for the learner to undertake a task successfully and increases the rate at which learning may be achieved. (Azah, 2016)

Teachers of all children employ scaffolding techniques in the classroom as a routine matter of good practice, but particular techniques are essential to support ELLs. Scaffolding practices activate students' background knowledge; engage them in the learning through pairing and grouping, and initiate independent work only after a model of the guide has been provided. These practices have been linked to student learning and may include: 1. Activating schema before engaging in a task; 2. Use of think-pair-share, Think-Pair-Square or turn-and talk structures to build in oral language use and processing time on tasks; 3. Use of "I do-we do-you do" modeling or demonstrations prior to student work period; 4. Provision of keywords, pictures, or sentence frames to support student work; 5. Summarizing or reviewing key learning points or principles. (Baecher, 2011)

Baradaran, & Sarfarazi, (2011) found that students who had the opportunity to receive scaffolding principles outperformed the ones who did not experience scaffolding thus having a significant impact on the students' academic writing. Scaffolding is a means to which teachers can build upon a student's strengths as well as giving students the opportunity to try it themselves. It comprises the support given during the learning process which is tailored to the needs of the student with the intention of helping the students achieve their learning goals. This learning process is designed to promote a deeper level of learning. The supports include resources, tasks, outlines, recommended documents, storyboard, key questions, templates and guidance in various contexts like modeling, giving advice or providing coaching, so that students could learn autonomously with a promotion of their cognitive and psychomotor skills.

There had appeared a scaffolding model suggested by Read (2010) called the IMSCI (Inquiry, Modeling, Shared, Collaborative, Independent) model for scaffolding and found extremely effective for second language learners. The first stage is an inquiry, which facilitates background knowledge. After activating prior knowledge, the instructor then models

drafting the type of writing expected. Students and teacher then participate in shared writing where the students have significant input on the topic, sentence usage, etc. They are then given the opportunity to write collaboratively with one or more other students to produce one piece of writing. Having completed the above steps the students are then ready for independent writing, which is the ultimate goal of the scaffolding process.

Vens (2011) and Sofia (2015) explain that scaffolding can be also related to Blogs. L2 learners struggle with reading and writing skills Blogs can help to improve those skills. Scaffolding occurs when students work on small texts that are archived in Blogs. This facilitates teachers to examine the text and to make comments to help the learner. Scaffolding occurs when students work on small chunks of texts that are archived in Blogs. A Blog is an environment where the students have to engage actively in the co-construction of knowledge with peers and their tutor.

The students of the present generation can browse the internet even in their mobile phones and can interact socially with their classmates, friends, and teachers through social networking sites like Facebook and Twitter. Nowadays instead of going to a library for the purpose of reference, they use the search engines like Google or Yahoo to get whatever information they want on the topic of their assignments sitting at home. This is made possible due to the advancement in technology. (Times of India, 2011).

Grouping for Learning Styles

How a student learns is as varied as the personalities in class. We can view learning styles through the lens of **Howard Gardner's multiple intelligences** (According to this theory, we are all able to know the world through language (Linguistic), Logical-Mathematical analysis, Visual-Spatial representation, Musical thinking, the use of the body (Bodily-Kinesthetic) to solve problems or to make things, an understanding of other individuals (Interpersonal), and an understanding of ourselves (Intrapersonal). Where individuals differ is in the strength of these intelligences - the so-called profile of intelligences -and in the ways in which these individuals invoke such bits of intelligence and combined to carry out different tasks, solve diverse problems, and progress in various domains), the mother-daughter partnership of **Katharine Briggs and Isabel Briggs ' Type Indicator** (in which the person prefers four preferences; Extraversion Vs Introversion; Sensing Vs Intuition; Thinking Vs Feeling and Judgment Vs Perception), Rita and Kenneth Dunn's learning styles model (the model introduces five strands and elements; Environmental,

Emotional, Sociological, Physiological and Psychological) and many other theorists' work.

Levy (2008) suggests that all these theories is the idea that different children learn in different ways. Some students only pay attention to what the teacher says (auditory learners) and some pay no attention to what is said but watch the teacher and read everything he or she writes on the board (visual learners). Some students have not learned anything until they can do something with it (kinesthetic learners) and some have to discuss it to truly understand what has been taught (verbal learners). You know the children in your room who need to show you, those who need to tell you, and those who need to write it out. There are times when one of each in a group should work together so they can learn from each other. There are also times the builders should be in one group and the writers in another so they can work together for a common goal. How we choose our groups can be confusing, but when we begin with a focus on the standard to which we are teaching these groups to become more obvious.

Levy (2008) refers to **Homogeneous Grouping** as they can also be according to Student Interests When teaching a unit on nonfiction reading, grouping for student interest is a natural choice. Students of all levels who have an interest in animals can work together and support each other, whereas those who have no interest in the study of animals can choose a topic that is of interest to them. Sometimes whole-class lessons are appropriate. In this heterogeneous grouping, we are teaching on a level that meets the needs of all the children in the classroom with the knowledge that the needs of individual students will be addressed elsewhere. Teaching to a large heterogeneous group can be compared with painting with a broad paintbrush. After whole group lessons are complete and students begin their independent work the teacher can pull smaller groups based on need or learning style. Students with an individualized education program may need the extra support of a special education teacher. This is where the smaller paintbrush fills in the details. As stated earlier, formative and summative assessments are the key to establishing the needs of the students.

Instructors, according to Gurgenzidze (2012), find it very laborious to teach students in the same class having different personality traits, interests, learning needs and styles, bits of intelligence, and desires because they have to make a diversified lesson plan with numerous tasks and activities fulfilling the needs of all learners. All students in a classroom cannot be same in language learning, learning needs and preferences, bits of intelligence, interests, and willingness, so a teacher should know how to

handle a session in such a classroom fulfilling the needs of all learners and be aware of the problems and solutions to deal with them.

Differentiated Instruction Assessment

Assessment is a key element in the teaching-learning process because it offers information about the intended learning outcomes. Moreover, it shapes where a teacher begins in the instructional process, and provides the data necessary for curriculum review and modifications, and it informs students and their parents about their learning (Moon, 2010). Varsavsky & Rayner (2013) point out that DA helps teachers and practitioner to differentiate between students' performance within the same year level, and respects their diverse talents and learning styles and provides mechanisms that enable them to develop skills to learn in ways that they might otherwise have found more challenging for them

Lee & Coniam (2011) suggest that Differentiated Assessment is simply a form formative assessment which is an on-going and dynamic process which supports learning and helps teachers to address their students' real needs, strengths and weakness. It has multiple purposes which are an assessment for learning purposes and assessment of learning purposes. It means selecting the right and reasonable assessment tools and strategies which provide each student with the best opportunity to demonstrate his / her own learning capabilities. Moreover, it shapes and supports differentiated instruction and empowers students to self-direct their learning (ibid). Craddock & Mathias (2009) define Differentiated assessment is an assessment for learning which is usually used to promote learning and improve teaching and it has become crucial to assessment for learning purposes .Using a variety of assessment tools is often recommended as good practice in response numerous critiques of the over-reliance on traditional examination and their shortcomings.

There are bidirectional relationships between the two and they inform each other (Moon, 2010). The role of differentiated assessment in supporting differentiated instruction is obvious because it facilitates the instruction process (Rock et al., 2008). Differentiated instruction is a process where a teacher responds proactively to every learner's needs (Tomlinson & Moon, 2013). Ali (2015) states that there are many activities which can used to differentiate assessment in classroom: quizzes, tests, essays, portfolios, debates, projects, reports, timelines, demonstrations, maps, learning logs, journals, graphic organizers, student-created rubrics, multimedia presentations, brochures, pamphlets, postcards, song, peer-

evaluation, self-evaluation, models, exhibits, assignments, games etc. There are some hints that must be considered in the differentiated assessment process like the choice of learning activity, the learning tasks always consider the students' strengths/weaknesses. Visual learners will have visual cues; auditory learners will have auditory cues, etc., groupings of students will vary, some will work better independently, and others will work in various group settings, multiple intelligence is taken into consideration as are the students' learning and thinking styles as well as project and problem-based learning are also key in differentiated instruction and assessment.

Ploegh, Tillema & Segers (2009, P.102) hold that assessment in higher education:

serves multiple purposes such as providing information about student learning, student progress, teaching quality, and program and institutional accountability. The key challenge is how to stimulate the right and intended kind of learning. The second challenge is how to actively engage students in evaluating their own learning individually and collaboratively.

Further, the class size is one of the most prevalent challenges because it is difficult for a teacher to design assessment task and activities which suit all learners. Moreover, according to the researcher's previous findings controlling assessment quality is not an easy task.

According to Levy (2008), the place to begin is with pre-assessment. Pre-assessments can be anything from (what I Know, what I Want to know, what I Learned) KWL chart to a teacher-prepared test. The idea is to find a tool that gives you a snapshot of where your student is with respect to what you plan to teach. The use of pre-assessment tools allows the teacher to look at her students more objectively. Teacher has to teach long division, but what about the student who has all these skills already? What about the student who should have come into class knowing the basic facts of multiplication and division but is still counting on his/her fingers and making tally marks on his paper? You cannot build the top floor of a building without the support of the floors below it. To be effective teachers, we must begin at each student's individual level. The teacher ends her direct instruction by asking "Are there any questions?" he/she is always amazed when the children assure her they know exactly what he/she is talking about and then, as she walks around the room, she finds that many students do have questions; they just did not realize it until they started doing the

independent work. Formative assessment can be done in many ways and the results will give a teacher direction for further instruction.

DI is regarded as a teaching method with the possibility of meeting expectations (Tomlinson, 2008) by providing learners with many learning modules on different levels (Rock et al., 2008). Differentiated Instruction is not individualized instruction; rather, it emphasizes learning from the student's viewpoint. DI is a strategy that many teachers already execute to ensure that all learners are successful academically.

Tomlinson (2009) posits that when using Differentiated Instruction, teachers vary instruction and let students select their learning style while completing tasks. The method involves modifying the pace, kinds of instruction, and tasks, meeting each student's academic needs by using methods like cooperative learning, flexible groups, and tiering.

The Differentiated EFL Classroom

Tomlinson (2015) proposed building a conceptual map of differentiated classrooms. The characteristics of effective differentiation are (1) curriculum and instruction are proactive, not reactive; (2) flexible use of small teaching-learning groups in the classroom; (3) varied materials used by individuals and small groups of students in the classroom; (4) variable pacing as a means of addressing learner needs; (5) knowledge-centered; (6) learner-centered. Then, she proposed five differentiated aspects, including:

(1) Teaching content of the difference: in the textbooks, teachers can respond to students in varying degrees and needs; in the teaching method, it can be diverse. (2) Differences in the process, mainly through the group and the discussion. (3) Learning results differentiation: if students can be immersed in such a dynamic setting, they can feel freer to express their learning outcomes, that is, it encourages diversity of learning outcomes. (4) Differences in the teaching environment: teachers can create a classroom learning atmosphere to guide students. (5) Learning environment differentiation: teachers give students different space, different time, different teaching aids, and so on. Teachers implementing differentiated teaching can understand students' different learning styles and can use different teaching materials, or teaching strategies to make the most effective student learning. Differentiated classrooms are learner-centered, knowledge-centered, assessment-centered, and community-centered (Coubergs, Struyven, Vanthournout, & Engels, 2017; Tomlinson, 2015).

Rock et al. (2008) identified several methods of DI: (a) hands-on activities, (b) cooperative group, and (c) technology. As Rock et al. explained the particular importance of integrating technology into learning “is a way to differentiate instruction for a child’s learning situations, and the combination of technology makes it meaningful and creative for students in an active learning environment. Landrum & McDuffie (2010) suggest that unlike the traditional educational setting, in DI, the students and teacher are collaborators in the learning process. Some characteristics of DI are more student-focused than others. Learners decide how they want to learn. Students have the opportunity to select topics to study in-depth and engage actively in their own learning. Students learn best when they make connections between the curriculum and their interests or life experiences.

According to Gregory & Hammerman (2008), central to DI is the flexibility to draw on different methods and techniques in order to acknowledge the needs of individual learners and different learning situations. There is no single correct way to apply DI. Educational researchers generally concur that applying many methods for student engagement and success is the key to promoting student achievement. Research has revealed that teachers who regularly use a range of teaching and organizational strategies throughout the classroom are more likely to connect what needs to be learned with more students who need to learn the content. What is common to most DI techniques, though, is the use of manipulatives to offer children real-life learning experiences. Meaningful activities foster true understanding without useless memorization of facts and names.

The teacher, as per Chapman, & King (2009), is not a center stage but is a learning facilitator who encourages, provides instruction, guides questioning and gives advice. The lesson can begin with total group instruction to share new information, basic knowledge. The teacher introduces skills, concepts or information using a variety of strategically designed instructional strategies. Learning altitude is controlled by the teacher’s attitude, so the instructor’s passion for the topic and energy is observable. Students then move from the total group instruction to an individual, partner or small group for guided practice. Each strategy is planned to target specific ways the students learn. It is evident to students that the teacher knows the subject, understands them as individuals, and appreciates their age-level characteristics and interests. They respond to the teacher’s “withitness” (A teacher's awareness of what is going on in all parts of the classroom at all times as if they have "eyes in the back of their heads) as their interests, fads, learning strengths and humor are infused in

lessons and interactions. They use personalized lessons and communications. Everyone is treated with respect.

Differentiated Instruction Activities and Techniques

Photo-story 3

Microsoft Photo Story is a free app that allows users to create a visual story from their digital photos in which the user can upload certain photos they take or download via the internet. The software uses some Effects on digital photos and allows adding narration, effects, transitions, commentary, and background music to create a movie file with zoom effects. After making a photo story, it can be played on a PC using any Media Player. It can be played on smartphones as well. Users are allowed to create a DVD or CD for their stories. The final free download version (3.0) allows using music on the background.

People's learning styles comprise auditory, visual, or/and kinesthetic in terms of the way they learn best. In spite of these domains, people commonly have a preferred learning style over others. Research asserts that many students are visual and/or kinesthetic than auditory. This evidence supports that we live in a world that is visually oriented. Most of the information that our brains process comes from non-verbal stimuli (as images) and the even verbal information is better processed when is accompanied with visual stimuli.

Gutierrez, Puello, & Galvis (2015) state that the way in which individuals feel and process information from the surrounded world is called visual literacy. The essence of teaching narrative writing by using picture series lies upon the fact that they provide a sense of the context of the language by bringing the world into the classroom. Pictures contribute to productive skills (speaking and writing) by stimulating and providing information to be referred in conversation, discussion and storytelling. Pictures provide a shared experience for students in the classroom, a common base that leads to a variety of language activities. These pictures may be used to design tasks focused on developing narrative writing. For instance, a teacher may implement a picture strip sequence, cartoon strips or photo story strips to fulfill a goal related to storytelling or writing about processes.

The effect of pictures in writing may also be observed in students' use to promote a variety of texts, from basic simple sentences to the production

of more complex paragraphs about almost any kind of topics and genres. (Alvarez, 2013; Aschawir, 2014). Likewise, Sa'diyah (2010) also investigated improving students' ability in writing a descriptive text through the use of a picture series-aided learning strategy. Her study showed that both, the motivation and the writing performance of the students were positively affected by the implementation of picture series.

Visualization

According to the Merriam Webster Dictionary, Visualization is the formation of mental visual images. It has been defined as "the process of seeing pictures in the mind" (as cited in Tomlinson, 1997, p. 1). The term refers to all types of mental or visual images produced in the mind especially while one is busy reading a narrative or descriptive piece of literature. The outcome of visualization is an image relevant to the events, scenes, characters, or ideas described in the text. Ghazanfari (2009) defines it as the reproduction in the mind of a sense produced by a material perception. Makarova and Varaksa (2017) point out that it involves "The creation of real or unreal images in the mind's eye. It usually refers to visual images, sounds, movements, touch, taste ,and smell, in general, all the images that can be perceived by the human senses or imagined by human mind. (P. 65)

Visualization communicates a lot of information. As the popular saying suggests, "A picture says a thousand words". Therefore, for example, visualizing a scene from history or a complex graph from math can help students remember and recall a plethora of details. Visualization stirs attention because it keeps the audience focused on the subject matter. Visualization aids in memory and makes the learning multisensory. Many students that have mastered visualization even report that they can recreate their notes in their mind's eye.

Lynette (2013) suggests that Visualization is the creating or recreating of imaginary or real scenes within one's mind. However, visualizing comprises more than just imagery. In fact, the result becomes great when more senses are integrated. Visualization stimulates the same parts of the brain as when we actually perform the same activity. In fact, we can deceive our brain and body into believing visualizations are real. For example, the teacher orders students to take a minute and imagine the sight, smell, and touch of slicing a lemon in quarters and then taking a big bite. They probably will find that their mouth starts watering because their body reacts to their visualization.

Wilhelm (2008) states that when students see something in their minds, they find it much easier to write about. In addition, visualization integrating the five senses can engage students and improve writing skills. Carter (2015) suggests some steps that the teacher can do to implement visualizing correctly. The teacher introduces a reading text asking students to underline the words relate to their experience. They share the words with their partners and write a list of words that are relevant to the five senses and begin to write their paragraphs.

Mind-mapping

According to Hillar (2012), a mind map is one of the most efficient tools to think, recollect, and organize ideas in a visually friendly way. Bukhari (2016) states that mind mapping is the easiest way to develop information in a human mind and take information from out of the brain. It is a creative and effective way that maps our ideas. Maps are easier to follow than the long tardy note-taking or listing techniques where ideas are kept in a top - down sequence and it becomes difficult to make a connection of the last idea to the first in the list. Mind maps can work as a tool to facilitate the learners to plan ideas in the pre-writing process. Learners can be provided with examples to prepare a step wise pattern in a hierarchy that would help them retain ideas until the whole of the essay is written. Mind-mapping techniques are good to be applied in the pre-writing stage to explore ideas and generate thoughts on the topic for writing. The use of a mind map can present information using images, symbols, keywords, codes and color to the level one wishes to do. This type of organization of ideas can capture the spatial, bodily-kinesthetic, and visual bits of intelligence of some learners.

Mind-maps help teachers not only to teach the students but also to think, learn and make meaningful connections between prior knowledge and new knowledge. The maps project ideas, as it is done during brainstorming, show a hierarchical structure and interconnect the major components with the minor details. Mind maps work similar to a human brain and include keywords that are easy to remember. The use of lines, arrows, color-coding, pictures, and symbols in Mind maps not only makes the process of writing interesting but also suits the learning profile of the individual learner. Mind maps can hook prior knowledge through multiple presentations (visual, audio, numeric, wordy, etc.) which can easily be incorporated while teaching writing processes .starting from brainstorming on a topic until leading to the final draft. Hooking ideas through mind maps is supportive in the process of writing. The constructivist philosophy helps to maintain

the fact that learners must connect the new knowledge with prior knowledge. (ibid)

Jarf (2009) posits that the software of Mind Mapping could be used to help students in brainstorming, development of new ideas, making correlations among various concepts and supporting details as students face problems in propagating ideas in EFL and writing paragraphs with topic sentences and supporting details. Riswanto (2012) conducted research on the appropriateness of the mind mapping strategy while providing training in writing. Results showed a vast distinction was present in the writing accomplishment of the students taught with the use of the strategy of mind mapping.

YouTube Videos

In order to be able to understand how YouTube can enhance writing fluency, it is important to begin with a clear assessment of what YouTube represents. YouTube is a video-sharing website that allows users to upload, share and view videos (Dean, 2008; Weinberg, 2009). The revolution in social media and development in technology are highly relevant in educational contexts, where devices such as iPhones and iPads as well as Android devices offer a series of platforms alongside traditional ICT to assist the process of learning (Kitchenham, 2011; Reid, 2010; Nielsen, 2010).

Lord (2009) argues that YouTube is effective, particularly in relation to enhancing future language learning, because such platforms play a "pivotal role in practicing the target language, engaging students in productive projects, preparing them for future in computer-mediated communication, learning more about other cultures and preparing them for becoming independent learners". Nejati (2010) describes YouTube as an "unlimited resource for language acquisition/learning" and points out that one can "listen to all kinds of spoken language (formal, neutral, informal) and genres (songs, parodies, debates, political speeches, talk shows, lectures) and learn a lot of vocabulary in context, which, without doubt, will help memorization". According to Alimemaj, (2010) and Rennie, (2012), YouTube also has an important role to play in relation to starting discussions and writing tasks. YouTube-assisted learning helps learners gain greater authority and autonomy when learning via this platform.

Many studies have been conducted to experiment with the effect of YouTube on developing writing of EFL learners. Mayora (2009) focused on using YouTube in writing classroom and she found that YouTube

videos are effective in helping the students to write Barbeau (2010) conducted research in teaching writing using YouTube. It helps the students appeal to digital natives, increase the students' awareness, reduce the gap between teacher and student, and the classroom becomes conducive. Oddone (2011) studied using videos from YouTube and websites in the classroom. The use of video Effect of YouTube Videos and Pictures from YouTube can be considered as the audiovisual material, which can be employed to teach other subjects through English with low-level learners. Pratiwi (2011) and Anggraeni (2012) reported their study that the video helps the students enable to explore main ideas, organize ideas, choose of right words to create sentences and paragraph, produce grammatically accurate sentences and use mechanics (punctuation and spelling) in writing. Consequently, YouTube is efficacious in helping the students to write in English.

Serrato (2016) devised the **Watch-think-write** strategy. According to her, it is an effective technique that the teacher can implement after video watching. A teacher can begin with documentaries like National Geographic Abu Dhabi and edit them by some software like [Vibby](#), [Edpuzzle](#) and [PlayPosit](#). In the "Watch" part, Students watch the segment and no writing is allowed. Regarding the "Think" part, the whole class or table group discusses the segment and no writing is allowed as well. The time given for this is adjusted depending on the class and content. In the "Write" part, students are able to include the new information in their guided notes, and even summarize or pose new questions to address.

Tiered Activities

Levy (2008) suggests that teachers acknowledge the academic potential of learners by applying tiered activities. Tiered activities can work with any concept teachers teach or reinforce. The benefit of this method is that the whole class masters the same topic, but individuals choose activities on their level with the teacher's assistance. Tiering starts with a heterogeneous, whole-group lesson. Smaller groups are formed based on interest. The unit is tiered through assignments, materials, or assessments that reflect the student's ability level.

Rock et al. (2008) recommended that before starting to tier activities at the conclusion of the lesson, the key ideas and skills all learners should understand must be identified. Then teachers should choose reading materials matched to the learners' reading levels on the same topic. Tiered activities focus on preparing students for different levels of difficulty of a task within the same lesson topic (Kobelin, 2009). This form of

Differentiated Instruction mainly assigns tasks at the learner's level and acknowledges student interest (Tomlinson 2009). These tasks comprise investigations that are suitable for learners and take into account their prior knowledge (Tomlinson, 2008). The modification of activities in this way aids in the understanding of the concept taught while ensuring that every student is challenged (King-Shaver, 2008).)

The benefit of Tiered lessons, according to Aftab (2015, P. 95-96) is:

To stay focused on the standards and curriculum while maintaining flexibility in content, process, and product. With the standard and curriculum in mind, the teacher can tier for readiness (above, at, and below grade level), interest, or learning style. She can tier her lesson for content, process, or product. Returning to the example of a unit on reading nonfiction, the curriculum focus might determine important information (main idea) of the text. Here, starting with a heterogeneous, whole-group lesson would be appropriate. Smaller groups would then be established based on interest. The unit could be tiered through assignments, homework, readings, materials, or assessments that reflect the student's ability level, learning style, or interest. Teachers can explore many models for tiered lessons.

The researcher stresses the importance of using tiered activities in the classroom and he supports his views by a considerable number of studies such as the study of Tobin and McInnes (2008), for example, which investigated the DI strategies of two teachers in one school district. Both teachers were experienced, imaginative teachers who went beyond the call of duty for their students and were accommodating, especially to special needs students. After reading a book, "Margot's" students were offered choices about how they would respond to a text. Margot used tiered activities and created methods to restrict below-grade-level readers to making responses, which related closely to the text. Students completed individualized questions to guide them in completing the assignments with the appropriate complexity level. Margot provided clear scaffolding directions and monitored the students' understanding of the products. Moreover, she facilitated their answers to many choices, taking account of their appropriate levels.

Flexible Groups

According to Chapman, Carolyn & King, Rita (2009), flexible grouping places students in the most appropriate arrangement for learning. Students are monitored and moved for productive engagement. Use the following “TAPS” acronym to plan flexible groups. T = Total Group; A = Alone; P = Partner; S = Small Group. This “TAPS” into individual needs to work independently and in groups. If a group works well together socially, they will accomplish the assigned task. When possible, allow students to have a voice in choosing team members. Give clear and concise task directions. Students need to know how to carry out the job without assistance. Form effective groups according to the knowledge base, interest or ability. Use peer tutoring, cooperative teams or place students randomly. When it is appropriate, use multi-age and multi-ability groups so students learn from each other. Select the most effective learning scenario to match the student with the assigned activity. Use knowledge base groups for instruction on a standard or skill.

In Differentiated Instruction classrooms, according to Tomlinson (2010), learners need practice in engaging mutually to learn in group situations. Flexible groups apply when assessments identify a group of learners having comparable needs, interests, or preferences. This DI method grants teachers the opportunity to match children by their readiness level. In addition, it allows learners to interact with different peers in different groups. In a flexible grouping, the composition of groups varies depending on the specific learning objective and activity. Gregory & Hammerman (2008) posit that teachers assign students to groups based on certain characteristics to complete an exercise or task in which learners must collaborate to finish an assignment. Groups might be organized, for example, by task, motivational level, interest, learning style, ability level, or randomly. Typically, each member of a group has a role. For example, a student who writes well might become the recorder, while a good speaker may present the group results to the class. Teachers who utilize flexible grouping use different organizational methods for instruction. For example, a middle school physical science class might illustrate and describe the movement of particles in solids, liquids, and gases. In group work, the students may write a story depicting the movement of particles in one of the states of matter.

Jigsaw

According to Hogan (2014), within cooperative learning, a jigsaw is a technique whereby instruction can be differentiated, allowing students to be introduced to new material and to maintain responsibility for the concept according to their ability levels. In this technique, the class forms groups known as home groups and each member receives a subtopic. Next, each home group divides into research groups in which students become experts on a part of the overall topic. Later, they return to the homegroup with information to share with that group. Cooperative learning is an effective instructional strategy because the responsibility for learning is borne by teams of students and not just the teacher. Moreover, this gives the teacher more time to assist individual students and small groups of students.

Anchor Activities

Anchor activities are review activities of past concepts that are carried out independently when students complete assignments early. Anchor activities occur when students can complete the assignments with little or no supervision, such as journal writing, which provides time for the teacher to work directly with other students. Teachers use anchor activities to deal with ragged time, when students finish assignments at different times, to tutor individual students, and offer ongoing activities that relate to the topic studied. An anchor activity is set up in the room to engage students when they complete their work. The activity meaningfully engages the learners, but it does not have to be unit or topic related. Some anchor activity examples include working on an ongoing project, using the computer for research, completing a puzzle, designing a bulletin board, working at a station, creating a class mural or developing an exhibit.

Transition Strategies

Differentiated classrooms engage students in various work areas before, during and after instruction. Teachers are supposed to develop a collection of various strategies to be used in making smooth transitions from one task to another, of which is the following: Bell Ringer is strategy used to jump-start a class or school day where the teacher assigns an activity or assignment that immediately engages students when they enter the room or before the class begins to bridge or reinforce a previous lesson, to present a challenging problem to solve or to hook learners on an upcoming topic, skill or concept. A sponge activity is designed to productively absorb time. It does not relate to the current lesson but is selected to enhance the students' knowledge, skills, physical or emotional

needs. Examples of a sponge activity include a stretch break, a song, a walk, a movement exercise, a game, a dance, or a sharing time to learn more about classmates or the teacher.

Chapman, Carolyn & King, Rita. (2009) stress the importance of activities directing students to the upcoming lesson. They are always content related. It prepares, stimulates and excites the mind. A focused activity can be designed for bridging yesterday's learning to today's lesson, to review before a test, to create mystery or excitement for an upcoming lesson or event, to develop a list or to assess learners. Use a focus activity to introduce a unit, topic or lesson with a mystery question, to make personal links to the new information through creative discussion, or to make visual connections with artifacts, props, costumes, poems or music. Teachers must also design a closure or exit activity to end each class with a metacognitive, motivating experience so students yearn to return for the next session. Using a variety of activities such as reflective journal entries, sharing the lesson highlights with a partner or small group, adding a comment to a bulletin board, placing information gained on an exit note or using important facts in cheers and celebrations can be useful exit activities.

Motivating learner

Some students are not excited about learning and often choose not to be active participants in the classroom. Off-task behaviors are troubling to teachers. Teachers can implement the following strategies to motivate learners: communicating and building rapport, finding out as much academic and personal information as possible about individual students, using the information to personalize assignments and tie the learner's interests to instruction, providing assignments that present a challenge, giving unexpected tasks such as enjoyable, leadership roles and responsibilities. Exhibiting the teacher's passion is also a powerful tool.

Choice of Activities and Assignments

Chapman, Carolyn & King, Rita (2009) explain that choice develops a sense of belonging in learners. They feel that their opinions are valued. Choice activities are motivational. Students may choose one or more of the following activities: Responding to learning, writing a paragraph, illustrate or draw it, putting information on a graphic organizer, solving a problem, writing the steps in the process, show it using a manipulative, creating a

mini poster using color-coding to identify each step, responding to a question, answering one of the three following questions, select three questions from the chart to answer, pulling a question from the jar, making a presentation, writing a report, role play, display, interview, using

PowerPoint demonstrating, learning a skill, write it, putting it to a poem or chant. There must be an extensive use of surveys and inventories with students and parents throughout the year, and encouragement of students in a scavenger hunt to discover personal information such as favorite colors, interests, and talents and also varying assignments for journal entries such as the following: Write a letter, create a musical lyric, poem, jingle or rap, design a graphic organizer to record the information

According to much research (Reese, 2011; Wu, 2013), by implementing differentiated instruction, the students are receiving authentic ways to interact, collaborate and feel successful and when teachers honor students' interests, this boosts students' motivation to learn.

Differentiating Classroom and Integration of Technology

Crescent & Lee (2011) argue that technology is considered an important and effective tool in language learning nowadays. It plays a major role in facilitating teaching and learning. Technology namely includes computers, mobile phones (smartphones) and the internet. Using and integrating some technological devices may motivate students as well as teachers to do their traditional jobs in different and attractive ways technological devices may make the educational environment differ from the traditional way that concentrates completely on the classroom in giving information to learners to a new way of learning outside the classroom. Besides, they provide learners and instructors the opportunity to learn and communicate with others at anytime and anywhere.

The rise of technology integration has significantly contributed to the change in teaching writing in a second language. Such integration in second language learning teaching demonstrates a shift in educational models from a behavioral to a constructivist learning approach (Kasapaglu-akyol, 2010). Not only does it motivate and encourage ESL students to engage in writing, but also it uses multiple methods that are beneficial in cultivating writing skills among students (Lee, 2012).

Ismail, Al-Awidi, & Almekhlafi (2012) ensure that using these technological tools can provide that much-needed opportunity. By interviewing students, Ghandoura (2012) found that students thought

computers made writing skills easier and faster. The possible downfall of these tools is that writing on computers gives an immediate alert to grammatical and spelling errors, which could become a lesson learned or a crutch. Moreover, in a rich-technology, ELLs can become better readers and writers of English

Web 2.0 is a term, coined in 2005. Since then, it has generated a revolution in the use of the internet and it has contributed some new ideas for education identified as “E-Learning 2.0”

It refers to the second generation of web-based interactions, applications, and communities. It is referred to as a group of technologies which have become deeply associated with the term: Blogs, Wikis, Podcasts, RSS feeds etc., which facilitate a more socially connected Web where everyone is able to add to and edit the information space” (Bartolome 2008, p.3).

It is noteworthy here that there is another effective tool, that is, Google Drive, which is also being used for developing communication skills and Google Drive has most of the features found in standard word processors like the spreadsheets and presentation tools. Further, it supports collaborative writing among students. Todd Vens (2010) conducted a study with thirty- one participants who had enrolled in the online using Google Docs. He used Google Docs to determine its suitability as a collaborative writing tool for students and used a set of criteria which was coined as "The Essential Collaborative Writing Toolkit".

Online and blended learning programs can offer differentiated learning options. The programs can be fully online, meaning that content and instruction are delivered through the Internet, or blended, meaning that programs use both online and face-to-face instruction. Some online and blended learning programs include proprietary packaged curricula or computer software that teachers use to offer differentiated learning options. Online and blended learning programs can also allow students to progress through the online content at a flexible pace, giving students sufficient time to master the content. (Toyama, Murphy, Bakia, & Jones 2009; Means, Toyama, Murphy, & Baki, 2013; Watson, Gemin, & Coffey, 2010).

One of the important applications is "WhatsApp messenger". According to Rouse (2013), it is a cross-platform instant messaging

application that allows iPhone, BlackBerry, Android, Windows Phone and Nokia Smartphone users to exchange text, image, video and audio messages for free. WhatsApp is especially popular with end-users who do not have unlimited text messaging. In addition to basic messaging, WhatsApp provides group chat and location sharing options. WhatsApp Inc. was founded in 2009 by Brian Acton and Jan Koum, both veterans of Yahoo! Studies of Alhawiti (2015) and Cakir (2015) studies showed that participants expressed their desires to make use of mobile phones for educational purposes when they become teachers of English.

Table 1.Differentiating Instruction & Technology

Content	Process	Product
Web Quests	Software	http://rubistar.4teachers.org Rubrics
Internet Scavenger Hunt	PowerPoint for presentations, book reports, language experience, etc	Create, customize, and share learning
Excel	Web 2.0 Tools: Blogs, Podcasts, Wikis and more	Digital Portfolios for writing
www.funbrain.com	www.graphic.org/goindex.html	words Building Vocabulary have students use the thesaurus to replace overused
www.epals.com epals	Practice Vocabulary words by typing (words art is fun and makes cool flashcards)	Digital pictures for artifacts
Questioning strategies www.questioning.org	Visual images of vocabulary http://www.scrapblog.com	Word Processors for spell checking

Commentary

This chapter previewed the writing approaches, types, elements and it passed by strategies and activities of fluent writing. Then, it combined differentiated instruction and writing fluency. The researcher gave a brief hint of it, theoretical bases, elements, obstacles, activities, strategies and finally the integration of technology in addition to its utility in English classrooms in relation to writing fluency.

Based on the aforementioned, the strategy of "Differentiated Instruction" is considered a savior to deep-rooted problems that teachers of English suffer from once they enter the classroom every day. As the researcher cited hereinabove, the Egyptian classroom is featured by narrow space, large number of students of different milieus, bits of intelligence, learning profiles, interests and readiness to learn in addition to unified stuffy one-fits-all material to all students who find it boring to come into the same antiquated room every day to repeatedly hear to the teacher's demonstration and go home with no real learning at all. DI provides the best solution for major instructional problems.

DI is mainly based on many theories such as Multiple Intelligence, Social Constructivism and Zone of Maximal Development. They all call for variation of learning in order to satisfy every single student and make him/her enjoy learning. It is also distinguished by flexibility when implementing it. Teachers can differentiate content, process, product, environment or all of them. In Egypt generally and in Al-Azhar Institutes specifically, with administering one syllabus for all students, so teachers are obliged to instruct the syllabus provided by the Ministry or Sector of Al-Azhar Institutes, but they have the choice to vary strategies, methods, classroom settings, and assessment.

With Respect to writing fluency, teachers have to think out of the box and *ipso facto* begin utilizing the technological revolution with which the students are well acquainted and recruiting these technologies for the

learning process. Every student now uses WhatsApp and Facebook Messenger, so teachers can devise their teaching via using group chats with students using one or more of these applications, assigning homework or puzzles or even giving a hint of the next lesson. Students should be encouraged by teachers and principals to participate in events that enhance creativity in English language acquisition generally and developing writing fluency

Students can also make use of Wikis and Blogs with the help of the prudent teacher in choosing the best material that fits the level and age of students. They also have to address all the learning styles and interests of their students, consider the low-achieving, medium and outstanding ones to adopt the best practices and methods and they have not to forget to change the boring and tiresome atmosphere of the ordinary classroom with indulging students into a new educational game, puzzle, scavenger hunt, field trip, enjoyable web-quest or a visit to the LRC.

Sponge activities can be designed to productively absorb time in case the teacher finished his/her class earlier. It enhances the students' knowledge, skills, physical or emotional needs. Teachers have to design alternative activities like a stretch break, a song, a walk, a movement exercise, a game, a dance, or a sharing time to learn more about classmates or the teacher.

Furthermore, taking care of the emotional side, as the teacher-student relationship is a stimulus in the learning process that no student could love the subject without loving its teacher. Therefore, establishing a good rapport and motivating the unmotivated constitute an obligation on EFL teachers. EFL Teachers have to take into consideration various strategies, introduced by Differentiated Instruction, that fits all levels and meet individual differences like tiered, anchor activities, jigsaw; spend useful

time, instead of keeping silent after ending up a lesson or when the teacher needs to shift the point, with activities such as a sponge, focus and exit activities. Grouping is an important factor that the teacher must utilize during assigning writing activities as he/she begins with the whole class instruction, then he/she shifts to small groups, pair-work or individualized instruction according to students' own pace.

CHAPTER THREE

Study methods and procedures of collecting data for analysis

This chapter describes the methodology that was used in this study, which is the quasi-experimental method. It deals with the instruments, design, population, instruments, suggested program, and statistical analysis.

Study Design

The researcher adopted quasi-experimental **One-Group Design** to test the hypotheses of the study. The researcher used a suggested program based on "DI" with the group and administered a pre and posttest to identify its effect on students' ability to research writing fluency before and after studying the program.

Study Participants

The participants of the study were randomly selected from First Year Secondary students of Al-Jalawea institute. The study group consisted of (32) Students and represented the experiment group.

Study material and Instrument

To carry out this study, the researcher implemented a suggested program, which he designed in compliance with the theory of Differentiated Instruction. Before this, a placement test was used to determine the students' ability to write fluently and a writing fluency test, which was applied before and after the administration of the program to measure the effects of using the program.

1. A Placement Test

Purpose of the Placement Test

The researcher used a placement test to determine the students' ability to write fluently.

Description

It contained a text with some questions about mechanics, clarity, accuracy, punctuation, grammar, lexis and organization of ideas. Students showed knowledge and acquainted some points like grammar and punctuation but some expressions were not familiar to them as accuracy, coherence, and clarity. This required using prior knowledge and scaffolding to revise and merge known expressions and easily understand new ones. In addition, the researcher designed lesson-based placement exercises to test exactly the aim of the lesson and choose the best strategy for each lesson. (See Appendix A)

2. A Writing Fluency Pre-posttest

Purpose

The researcher prepared a fluency writing test to measure the effect of using DI on developing English secondary stage writing fluency, the test was used pre and post the implementation of the suggested program.

A. The Aim of the Writing Fluency Pre-posttest

The test had been used as a research instrument to investigate the effect of teaching writing fluency through using DI on developing students' writing fluency.

B. Objectives of the Fluency Writing Pre-posttest

The aim of the test was to check the students' ability to carry out the following main paragraph writing fluency aspects:

- **Organization** (Topic sentence, supporting sentences, introductory sentences, concluding sentence, organization, order, and completeness).
- **Accuracy** (careful use of language and word choice to express meaning).
- **Meaning Construction** (deciphering and understanding the meaning behind the words)
- **Clarity of Ideas** (Ideas are legible, understandable, accessible, short and to the point).
- **Self-expression.** (Being able to express oneself freely, present one's own thoughts, beliefs, and ideas.)

C. The Sources of Designing the Writing Fluency Pre-posttest

The researcher designed the test depending on:

- His experience in teaching the English Language for more than ten years.
- The numerous interviews and meetings he conducted with many English language teachers, professors and supervisors in Sohag governorate specially and Egypt generally.
- Previous studies and literature related to the topic of this study.

D. Description of the Writing Fluency Pre-posttest

The test consisted of four questions: a set of various topics and forms to write paragraphs.

E. The validity of the Test

After setting the test in its first version, it was examined by a jury panel who are experts in EFL teaching Methods, and also by expert supervisors and EFL teachers for the same level to determine statement of the tested items, clarity of instruction, suitability of test items, suitability of scoring techniques and any other comments or suggestions. The number of these experts was (7) (See Appendix B). The final Pre-posttest is presented in appendix H).

F. Reliability of the Test

Internal Consistency

To ensure the internal consistency of each item, the correlation coefficient was calculated between every item's mark and the total marks, after removing the effect from the total marks.

*Table 2(Corrected Item-Total Correlation) for Writing Fluency after
Removing the Effect from the Total mark*

Item No.	Correlation with the total mark
1	**0.81
2	**0.79
3	** 0.79
4	** 0.80
5	** 0.75

**** Significant at 0.01 where N=32**

It is clear from the previous table that all items are statistically significant, indicating the internal consistency of the test.

Calculating the overall test Reliability:

The reliability of the overall test was calculated using the following methods:

Alpha-Cronbach: Alpha Cronbach was calculated for the test and it was 0.87, a high value that generally indicates the accuracy and reliability of the test as a means of measurement and is therefore reliable.

Inter-rater Reliability

Another teacher corrected the test and a correlation coefficient between the two correction marks was calculated. It was found that the correlation coefficient was (0.945). It is a high value indicating a very strong correlation, accuracy and reliability of the test and it can rely on on it as a means of measurement.

G. Piloting the Test

Piloting the test aimed at the following:

- Timing the test.
- Determining the difficulty of the texts included.
- Determining item analysis results including:
- Item Difficulty
- Item discrimination

Subjects used in the test

- Thirty-two students other than the subjects of the experimental group were randomly selected for piloting the test.

H. Test Time

It was estimated that a period of 90 minutes would provide ample time for students to read the questions and instructions to complete the test. No one needed the extension of time to complete the test. The time was estimated in the following way:

$$\frac{\text{The total time taken by all students (in minutes)}}{\text{The total number of the students}} = \frac{2800}{32} = 90 \text{ minutes}$$

I. Item-Difficulty

The formula used to determine the item difficulty was as follows:

$$\frac{\text{The number of students who answered correctly}}{\text{The number of students taking the test}}$$

The items that were indicated to be too easy or unreasonably difficult were discarded as not contributing significantly to the measurement function of the test.

J. Item-Discrimination

The best criterion of the effect of an item is its ability to separate students who vary in their degree of knowledge of the material tested and their ability to use it. If one group of students has mastered the material and the other group had not, a larger part of the former group should be expected to correctly answer a test item. Item discrimination can be regarded by the difference between the percentages of correct answers for these two groups.

Item discrimination can be calculated by ranking the students according to the total score and then selecting the top 27 percent and the lowest 27 percent in terms of total score. It is calculated, for each single item, by reckoning the percentage of students in the upper and lower groups answering correctly. The item discrimination (**IDis**) formula is:

Item Discrimination (IDis) = (Upper Group Percent Correct) – (Lower Group Percent Correct)

Over 25% is considered a good item. Accordingly, some items were removed and other items were modified.

Scoring

All test items were scored by two raters to consider subjectivity, especially they that are not MCQ or fill in the gap questions. The scoring rubric was given to the raters to ensure that they are on the right track. The total score was 100 marks where each question, out of five, deserves 20 marks, each sub skill has four marks. The exam table of specifications including items, time allocated, objectives and number of questions are laid out in (Appendix D).

3. A Scoring Rubric for Assessing the Following Writing Fluency Skills

- **Organization** (Topic sentence, supporting sentences, introduction, concluding the sentence, organization, order, and completeness).
- **Accuracy** (careful use of language and word choice to express meaning).
- **Meaning Construction** (deciphering and understanding the meaning behind the words)
- **Clarity of Ideas** (Ideas are legible, understandable, accessible, short and to the point).
- **Self-expression.** (Ability to express oneself freely, present one's own thoughts, beliefs, and ideas).

Data Measurement

In this research, ordinal scales were used. An ordinal scale is a ranking or a rating data that normally use integers in ascending or descending order. The numbers given (0,1,2,3,4) do not show that the interval between scales are equal, nor do they indicate absolute quantities. They are merely numerical labels. Based on a Likert scale, we have the following:

	Excellent	Very Good	Good	Weak	Very weak
Scale	4	3	2	1	0

The raters' scores for the students' writing were then analyzed separately for the five elements of **Meaning Construction, Organization, Clarity of Ideas, Accuracy, and Self-expression** covered in Allen (2014), Ayhan and Turkeyilmaz (2015) (see Appendix I, P.129).

Description of the Program

Title

**"A Suggested Program for First-Year
Secondary Stage Students to Develop their Writing
Fluency in the Light of Differentiated Instruction Theory"**

Program's Purpose

The program was designed to enhance the first year Azharite secondary stage students' writing fluency and to test other strategies that they can develop their writing fluency. The researcher designed the program by drawing on the theory of Ann Tomlinson's Differentiated Instruction, which originated from 2003 onwards. The theory cares for the delivery of education and learning to every student according to its own pace and interest in the same class.

Program's Description

The researcher designed the program in three units, of twelve lessons each of them has two or three activities. The researcher began with a placement test to stand on the level of class participants and classify them as well as choosing the best activities.

Each unit contained four main lessons based on the strategies delimited to the program, i.e. **Visualization, Photo-Story, Mind Map and YouTube Videos**. The researcher varied the content as it is not the same

in every lesson but the lesson may give in one time a puzzle and in another one a long article about a certain aspect of writing fluency, jumping to a WhatsApp or Facebook groups to listen for or write about certain topic. The next lesson is giving a field trip organized previously by the teacher, students find themselves in a supermarket, factory, water station, another school, a natural resource or a beautiful scene enriching them with vocabulary and getting them forward to master note-taking to write a home-work report about their wonderful trip. The program did not evade grammar, as it is an important element in writing fluently.

The content of this suggested program was selected with great awareness to help in training the students to improve their writing skills through the presented practice. The contents of any educational program are the substance of teaching and they consist of facts, concepts, skills, and attitudes. The suggested program consisted of three units and it covered twelve lessons. Each lesson was forty-five minutes. The content of the program is shown in (Appendix G(and its description is in Appendix (F).

Lexis, as for Arabs and Egyptian syllabi, has no rules but kept randomly. The researcher replaced this with Longman and Oxford certified 3000 common and frequent words to make students keep the words already used in everyday English. There are also in the program many extracurricular activities, hands-on learning, and games like the most important and inspiring Scavenger Hunt Game .

The researcher also did not neglect homework at the end of every lesson and self-reflection of students according to the latest methods as he used learning logs, learning journals and KWL strategy to help students specify their aim and judge their learning besides utilizing from peers. The program gave a brief hint of summarizing, clarity, lexis, and grammar to help students acquaint with a theoretical basis of the fluent writing.

Although the program depended basically on print material and usual classroom, it had a great deal of extracurricular and outdoor activities as well as using technology and social media that nearly all the students master to link them with learning English. The researcher included many useful websites, programs, PowerPoint slideshows, photo-3 story program to help them create a story using photos and videos and x-mind map program to help students use mind mapping to generate ideas.

General Aim

Developing the students' writing fluency

Performance Objectives

At the end of this program, learners will be able to:

1. Write well-organized and complete sentences and paragraphs.
2. Produce careful language and word choice to express meaning as well as careful conforming to truth or fact.
3. Maintain good use of Grammar, punctuation, and spelling.
4. Deliver clear texts void of ambiguity.
5. Express themselves, feelings, aspirations, and ambitions fluently.

Duration of the program

The program consisted of 12 lessons. The suitable time for teaching the program was 10 weeks each lesson takes from 90 to 110 minutes. The experimentation of the program was expected to start in February 2019 until the end of April 2019.

Assessment

Evaluation is a part of the learning process. Its objectives are to identify the amount of achieving the specified objectives of the suggested program. To test the impact of the program on developing the skills, the researcher used formative and summative evaluation. A Formative evaluation was conducted for the purpose of assessing the learners' progress and providing necessary feedback on the participants' performance. The procedures of formative evaluation consisted of providing students with a set of questions after each lesson. They differed according to the intended objectives to be measured. They took the form of open-ended questions, puzzles, homework, WhatsApp and Facebook assignments. Besides, the researcher developed lesson-led activities as a formative assessment at the end of each lesson either as a homework, consolidation or as a review of the previous lesson. The researcher differentiated assessment as well. He varied techniques of assessment by integrating mobile learning strategies, written, visual, oral and aural exercises

The second evaluation is summative evaluation. This was conducted at the end of the application period. Fluency Test was administered to

measure the achievement of the intended objectives at the end of the teaching-learning process.

Procedures of Data Collection

The researcher went through the following steps while conducting the research:

- Studied previous researches related to Differentiated Instruction and considered the drawbacks of each research.
- Conducted several meetings with experienced English language teachers and professors to discuss paragraph writing skills problems and difficulties.
- Designed the suggested program based on the DI and a theoretical framework with sessions' plans that cover all the sessions implemented by the study.
- Designed the written pre-test and posttest.
- Presented the test to experts including, English experienced teachers, university specialists (professors and instructors) and EFL teachers' supervisors and considered their recommendations, suggestions, and modifications to ensure the test's validity.
- Applied the written pre-test and posttest to the experiment participants to evaluate the students' ability to write paragraphs fluently incorrect and academic way.
- Taught students' paragraph writing fluency using the suggested program based on DI and various activities as well as modern means of technology. The researcher asked students to write short paragraphs about some issues through games, WhatsApp and Facebook groups, field trips, web quests, and print materials in different places other than class side by side with the traditional classroom via group work, pair work or individually as well as whole class to achieve the best use from the content and consider the individual differences among students.
- Analyzed the collected data after administering the pre-posttest to the participants of the experiment displayed the results of the test, recommendations, and suggestions.

The researcher chose Differentiated Instruction because it is characterized by its rigor and modernity. Its uniqueness is constituted in

dealing realistically with the students' needs, finding solutions to classroom problems, providing a mentor to the teachers and educators and its accommodation and consistency via giving the chance to utilize from any previous or subsequent approach. Writing fluency was of importance not less than the DI, as writing is a way to explain, educate, inform, entertain one's natural, social behavior, professional and personal viewpoint or philosophy or experience to the specific or broad audience via using words and suitable terminology in a systematic way and flow. The problem of writing fluently was a knotty question, whether for teachers or students to the extent that it was neglected by students and forgotten by teachers, the writing question was unquestionably being missed in exams and overlooked in classrooms. This problem exhorted the researcher to try to find a solution by concentrating on the above-mentioned theory, hoping it will throw a pumice in the standing water.

This chapter presented the procedures of designing and implementing the tests, teacher's guide, data collection tools, and statistical analyzing means. The researcher referred to all the details of the research design, population, sample of the study and other details. All the supporting details regarding the program, the teacher's guide, and students' tests were added in the appendices section. Finally, an overview of the researcher's rationale for choosing DI theory and writing fluency (study variables), study tools and the desired outcomes from this study was cited in the last part of the chapter.

Chapter Four

Results and discussion

Results

This chapter tackles the results of the study. It examines the results of the study, and their interpretation and discussion. It starts with the statistical treatments conducted on the pre/posttest scores to find out the significant difference between the pre/posttest scores. This depicts the quantitative analysis of the pre/posttest results. The researcher, then, provided a discussion of the results. Then, the researcher conducts a qualitative analysis of the results.

First: Results of the Study

Verifying the validity of H01

The H01 states that there is no statistically significant difference between the mean scores of the study participants on the pre and post administering of the Writing Fluency Test in terms of the development of each of the writing fluency skills.

In order to verify this hypothesis, the paired-samples t-test was used to detect the significance of differences between the pre and post administration of the test. Table 3 illustrates this:

Table 3 *T-test Results for the significance of Differences Between the Mean Scores of the Participants' each Skill (Meaning Construction, Organization, Clarity of Ideas, Accuracy and Self-Expression) on the Pre and Post Writing Fluency Test (N=32) and (DF= 31)*

skill	Mean		Std. Deviation		t- test	Sig.	Effect size (η^2)
	pre	post	pre	post			
Meaning construction	7.80	11.95	3.56	3.44	2.196	0.025	0.135 Medium
Organization	3.93	16.03	4.86	3.75	12.034	0.000	0.823 Very Large
Clarity of Ideas	3.40	14.09	3.84	3.29	7.707	0.000	0.657 Large
Accuracy	4.66	14.43	3.84	3.39	6.752	0.000	0.595 Large
Self- expression	3.81	14.37	3.84	3.48	7.071	0.000	0.617 Large

Table 3 shows that the significance level (sig) for Meaning Construction sub-skill is greater than (0.01) and less than (0.05). This indicates that there is no statistically significant difference in this sub-skill at the 0.05 level between the mean scores of the study participants on the pre and post administration of the writing fluency test in terms of (Meaning Construction). Conversely, the afore-mentioned table shows the significance level for other skills (Clarity of ideas, Organization, Self-expression, and Accuracy) is less than 0.01. This indicates that there is a statistically significant difference at the 0.01 level between the mean scores of the study participants on the pre and post administration of the writing

fluency test in terms of (Clarity of ideas, Organization, Self-expression and Accuracy) in favor of the posttest. This means that the H01 should be accepted in terms of "Meaning Construction" and refused in other components. Consequently, the alternative hypothesis is to be accepted. Therefore, it can be concluded that there is a statistically significant difference between the mean scores of the study participants on the pre and post writing fluency test regarding the development of the (Clarity of ideas, Organization, Self-expression, and Accuracy) in favor of the post-administration mean scores.

Ezzat (2016 in Arabic) points out that the effect size is calculated using the following mathematical formula:

$$\text{Effect size } (\eta^2) = t^2 / (t^2 + df)$$

DF= degrees of freedom = (n-1)

t= t-calculated value

η^2 is interpreted as follows:

If $(\eta^2) < 0.010$, then the effect size or the relationship is weak. If $0.010 \leq (\eta^2) < 0.059$, then the effect size is small.

If $0.059 \leq (\eta^2) < 0.138$, then the effect size is medium.

If $0.138 \leq (\eta^2) < 0.232$, then the effect size is large.

If $0.232 \leq (\eta^2)$, then the effect size is very large.

From table 3, it is clear that the calculated effect size, expressed by the ETA squared for the sub-skill (Meaning Construction) equals 0.135, which indicates that the program has a medium effect on developing this skill while effect size, expressed by the ETA squared for the other skills (Clarity of ideas (0.675), Organization (0.823), Self-expression (0.617) and Accuracy (0.595) which are very large effect sizes. This indicates that using DI is highly effective in developing EFL First Year Al-Azhar

Secondary Students in (Clarity of ideas, Organization, Self-expression, and Accuracy).

Testing the validity of H02

The H02 states that there is no statistically significant difference between the mean scores of the study participants on the pre and post administration of the Writing Fluency Test in terms of the development of the overall writing fluency. In order to verify this hypothesis, the paired-samples t-test was used to detect the significance of differences between the pre and post-application. Table 3 illustrates this.

Table 4.t-test Results for the Significance of Differences Between the Mean Scores of the Participants' 'Overall Writing Fluency on the Pre and Post Administration of the Writing Fluency Test

skill	mean		Std. Deviation		T- test	Sig.	Effect size (η^2)
	pre	post	pre	post			
Over Writing Fluency	21.62	70.34	18.01	15.42	10.552	0.000	0.782

Table 4 shows that the significance level (sig) is less than (0.01). This indicates that there is a statistically significant difference at the 0.01 level between the mean scores of the study participants on the pre and post administration of the writing fluency test in terms of the overall writing fluency skills in favor of the posttest administration. This means that the H02 should be refused. Consequently, the alternative hypothesis is to be accepted. Therefore, it can be concluded that there is a statistically significant difference between the mean scores of the study participants on the pre and post administration of the writing fluency test regarding the development of 'overall writing fluency in favor of the posttest administration scores.

From table 4, it is clear that the calculated effect size, expressed by the ETA squared, equals 0.782, which is higher than 0.232, which is a very large effect size value. This indicates that the suggested program based on DI has a great effect on developing the writing fluency for First-Year Al-Azhar Secondary Stage Students "The study participants".

So, on measuring the Effect of the Suggested Program on Writing Fluency for First-Year Al-Azhar Students:

The effect size in the previous tables indicates that the effect of the suggested program is very large on the development of the first year Al-Azhar students' writing fluency.

Discussion of the Results

Results of the statistical analysis show that there is a statistically significant difference between the mean scores of the study participants on the pre and post administration of the test in terms of the development of the participants' general "writing fluency" in favor of the mean scores of the posttest. This is presented through the second hypothesis and table 4. This depicts the very large effect of using DI on developing EFL Al-Azhar secondary stage writing fluency.

Having a close look at each writing fluency components, the statistical analysis results for the five components measured throughout this study indicate that there is a statistically significant difference in each writing fluency components between the participants' mean scores on the pre and post administration of the test in favor of the scores of the posttest except the component Meaning Construction. This may be due to the difficult nature of the component. Therefore, it can be inferred that program based on DI can be used effectively to develop EFL Al-Azhar First Year Secondary Stage Students' writing fluency.

Throughout the results indicated by t-test results as a statistical procedure which was applied to each sub-skill of the test, it has become evident that the suggested DI-Based program helped to develop four components of EFL writing fluency for Al-Azhar first year secondary stage in English to a great extent, while the fifth component , Meaning Construction, has been developed to an average extent as it is somewhat difficult for some students to understand the meaning behind the words as they are not usually used to doing this cleverly on this own. The following four writing fluency components, in particular, have developed:

- **Organization** (Topic sentence, supporting sentences, introduction, concluding the sentence, organization, order, and completeness).
- **Accuracy** (careful use of language and word choice to express meaning).
- **Clarity of Ideas** (Ideas are legible, understandable, accessible, short and to the point).
- **Self-expression.** (Being able to express oneself freely, present one's own thoughts, beliefs, and ideas.)

After showing the results of the study, it should be said that the suggested DI-based program for developing writing fluency sub-skills has been successful. Some reasons seem to be behind the high effect of the suggested DI-based program; these reasons can be displayed as follows:

- Each student was trained to write paragraphs fluently in multiple ways and had a variety of opportunities to understand and retain academic information. Moreover, the program had already been presented in different ways and techniques, so students' genuine understanding has been emphasized. As the suggested DI-based program activated various challenges of knowledge and contained miscellaneous ways of learning including modern technology and using Social Networking Sites such as

Facebook and WhatsApp in addition to Educational Games, students did not get bored. In contrast, their inner potentials of creativity appeared.

- Within the suggested DI-based program, the aim was to allow learners to concentrate on certain aspects when writing a paragraph such as considering grammatical accuracy and punctuation, expressing their opinions and views in the right way, taking into account organizing their paragraph into an introduction, a body, and a conclusion, avoiding unclear ideas and construct relevant and suitable meaning. Thus, students could become more engaged in discussing specific topics; they got a better understanding of the topics discussed when they expressed their opinions in comfortable ways for all of them.
- Teaching writing from a differentiated Instruction perspective might have significant advantages for the students. This is emphasized by, Tomlinson (2014, P.4) when she pointed out that "Differentiated classrooms embody common sense. The logical flow of thought in a differentiated classroom is this: a nurturing environment encourages learning. The Quality curriculum requires clear and compelling learning goals used in ways that engage students' minds and lead to understanding."
- DI-based activities in the program may have helped the students to be more exposed to the English language and to use it to discuss real debatable issues in real contexts for factual purposes. The program comprised various activities and techniques according to the students' own pace and learning profile. Therefore, it allowed the researcher to devise flexible activities and form small or large groups, in addition to utilizing from activities to low achievers and outstanding students, so that the former could learn easily and freely and the latter could learn rapidly and competitively. The difference between the students' mean scores of the pre and administration of the writing fluency test was highly significant. This could be attributed to the nature of the DI-based tasks and activities that may have fostered the students' ability to write

fluently and reasonably and express their own points of view freely.

- A considerable part of the program effect could possibly be attributed to the relatively considerable number of students in the experiment. This medium class size of students made them have enough practice time to think and then write. It also enabled the researcher to manage them easily.
- The fact that the program was taught by the researcher might have made the program more effective. Being trained himself in material writing and selection, he was able to provide them with vocabulary, information, activities and graphic organizers related to the determined controversial issues.
- The researcher used other means of assessment apart from the traditional techniques. He depended on Facebook and WhatsApp groups as a part of mobile learning to deliver small tasks considering the graduation in easiness and difficulty and from the known to unknown from a constructivist perspective. The researcher did not evade modeling to encourage low achievers, weak and shy students to practice more than in ordinary classrooms.
- Every student within the program had an opportunity to specialize and excel in at least one area of human intelligence based on Multiple Intelligences Theory that inspired Tomlinson's Theory of Differentiation. Since the researcher began the suggested program, no single student was unable to find an interest or success.

However, Meaning Construction should have a great attention as it is usually the most difficult component of writing fluency not only for students but also for any EFL learner. Therefore, teachers must deliver special training for students and give them more time to be able to comprehend this skill.

More specifically, the results of this study could be consistent with the results of some closely related studies through which DI-Based instruction was utilized to recommend improving the writing fluency components. For example, Ernest et al (2011) recommended using the Differentiated Instruction as a data-based iterative process of using evidence-based practices to meet the needs of all children in an inclusion classroom.

Qualitative Analysis of the Learners' Production

The researcher analyzed the learners' pre-post administration of the test responses, reflections, discussions as well as their own observations throughout the program.

The same three students' writing had been checked after applying the suggested program and the post-test, they were as follows:

A. An animal you like best. Give your reasons.

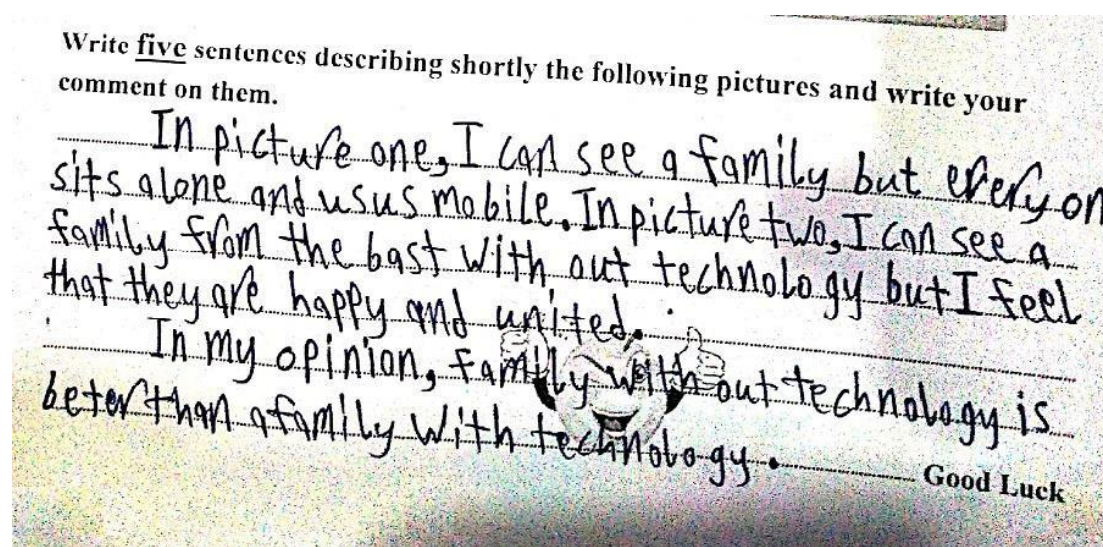
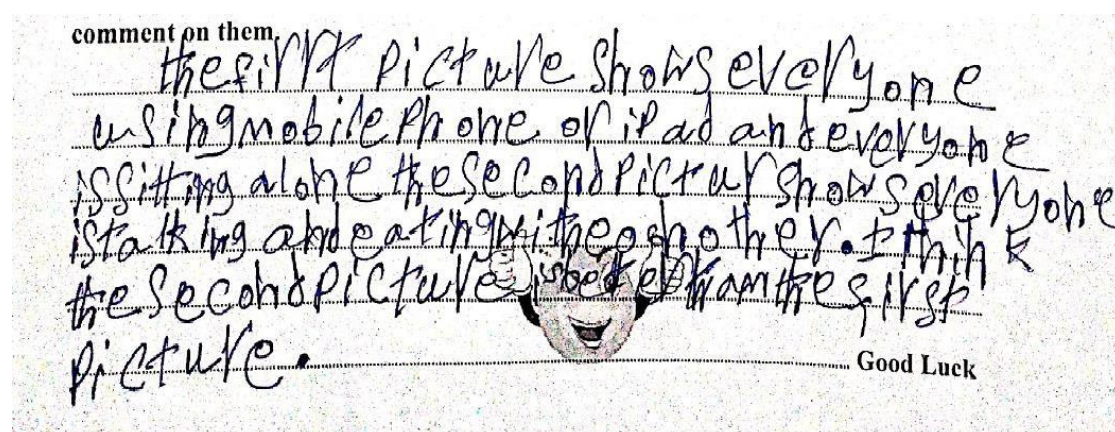
B. A happy/sad situation you experienced. Narrate the events.

The horse is my favourite animal. It's distinguished by fast move and strong body so it was used in wars. The Arabian horse is one of the finest horses all over the world. It eats sugar and grass.

In short, I like the horse more than any other than animal. I wish to breed one in my barn.

B. A happy/sad situation you experienced. Narrate the events.

The cat is my favourite animal because it is a domestic animal. I can feed it at home. It is good animal and it has no harm people. I like to see black cats. They eat mice and meat. Everyone in my family like cats.



Students were asked to write a paragraph on an animal they liked. The paragraph seems to be organized as there is a logical sequence, beginning, body or a conclusion and has nearly no spelling and grammatical mistakes. Ideas are very clear enough as he wrote about one animal and used necessary transitions to move between ideas. In punctuation, they considered Capitalization and Full stops only with taking Indentation and using commas into account. Students tried to create meaningful writing, succeeded in many points, and largely conveyed their true thoughts.

Students showed a great improvement in their writing compared to their writing in the pretest. At this time, they were able to write one paragraph as they could find words. The writing contained fewer mistakes

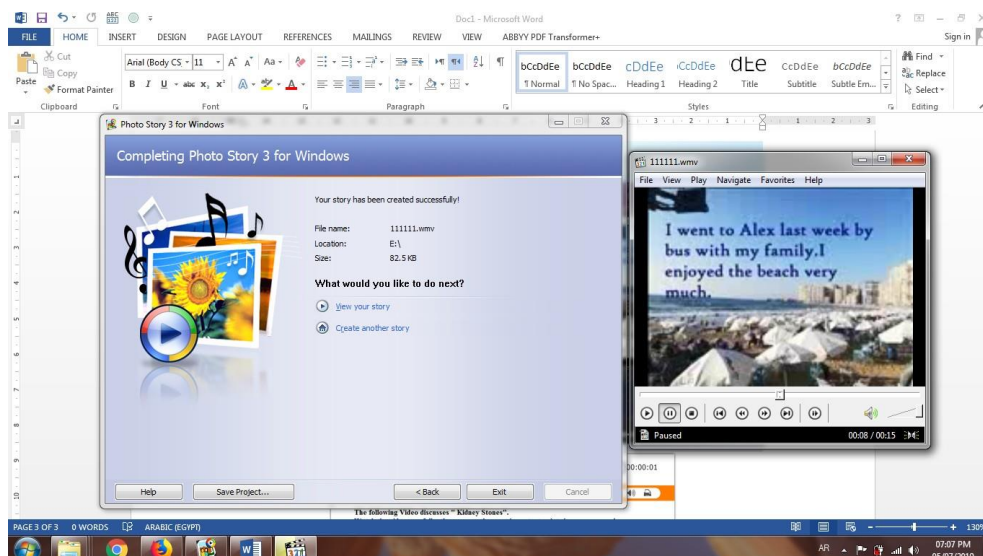
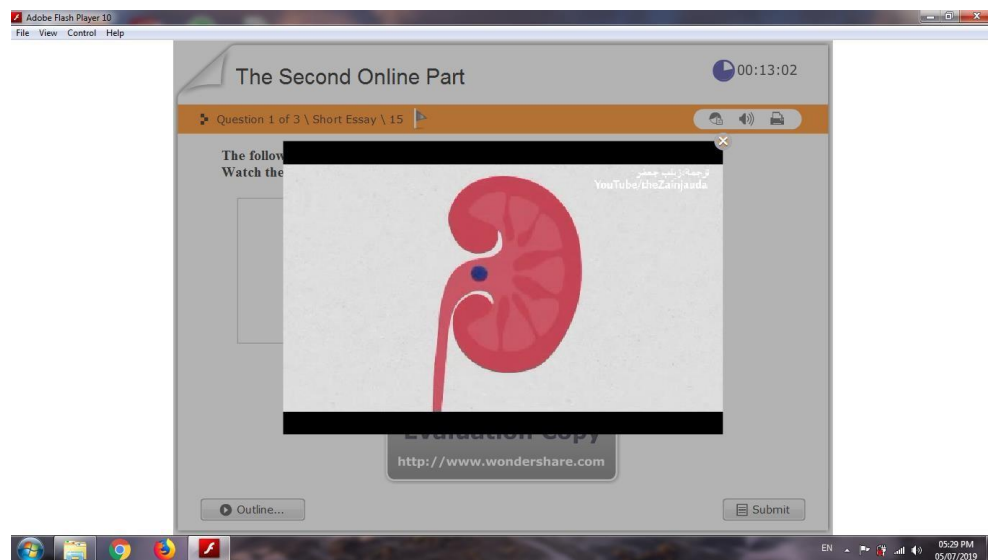
in vocabulary and grammar. Capitalization was neglected too and missed at the beginning. The indentation was used correctly. Students wrote about one animal and could follow the logical sequence with their favorite animal. Hence, it is clear that the students' writing improved after applying the DI- based program even if there were some mistakes.

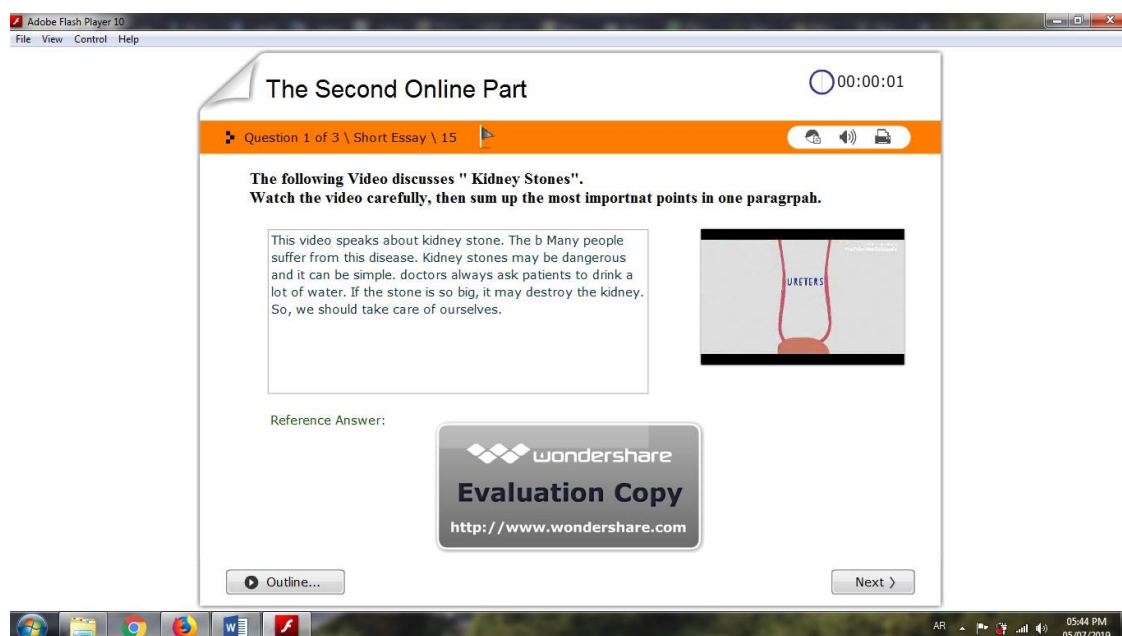
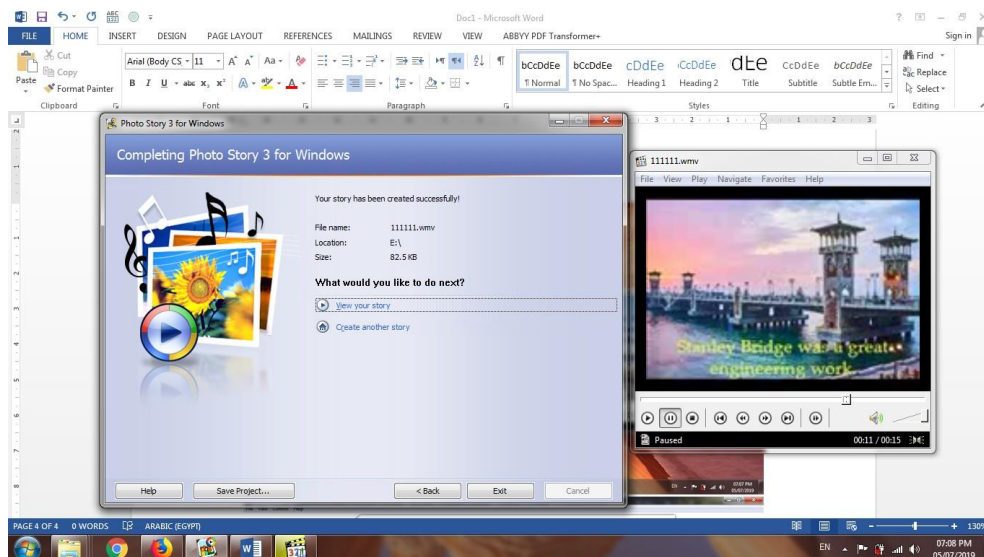
Pertaining to the question regarding stating the difference between two pictures and commenting on them in five sentences after looking at the paragraph and comparing this writing with the pretest one, students could develop their writing very well. They began to choose his words neatly and rightly and could state the sentences in the correct tense. They missed organizing their paragraph even if the reader could get the point easily. Furthermore, they did not consider Punctuation even if he used full stops. They started with the description of both pictures and then ended their paragraphs with his comment, which they phrased correctly. Spaces between words are mistakenly missed. No errors in words are seen. They succeeded to choose the right words that express their opinion. Students wrote the required five sentences. Their ideas are clear as they could construct suitable meaning and built their own paragraph in a persuasive manner. A great development in reflection to clarity of ideas, meaning construction and using relevant ideas had been seen in their writing after studying the suggested DI-based program.

It had also been noted that they divided their paragraph beginning with the description of both pictures and then ended the paragraph with their own comments, which was phrased correctly with slight errors in one word only and could choose the rest of words and the tense of the paragraph correctly. They succeeded to choose the right words that express their opinion. Students were able to write six sentences that is more than required. Their ideas became clearer as they could construct suitable

meaning and built their paragraph in a persuasive manner with best use of punctuation rules.

It is noted that the students needed more time to construct meaning as they always complained of not having more ideas about the subject or having ideas but cannot express them. This component may have not been covered well or it needs very precise exercises, provided that all competent authorities and stakeholders participate to overcome this difficulty.





As per online part, students were asked various questions; the first is watching a video and sum up the main ideas, the second was mind mapping a long paragraph using X-Mind Map software and the last one to create their own story using the amazing Photo-story 3 software. Students outperformed using modern technology that they master. Using Photo-story 3, they benefited from using the software in developing their editing skills like changing font and adding sounds or captions. Using images also from their phone helped them collect their ideas easily and smoothly as they found themselves write fluently easier than before.

Mind mapping was an unknown secret for students, but when they used it, they recognized a well-known resource of classifying and brainstorming ideas as much as they can. They used it in summing up ideas and contrarily in amplifying and expanding their thoughts. On the other hand, students acquired a very important component in English the language, which is Summarizing. Students were successful in outlining the main points of a paragraph or a video and also listing the subsidiary ideas in addition to commenting on an excerpt or a video in one or two sentences.

Chapter Five

Summary, conclusions, pedagogical implications and suggestions for further research

Summary of the Study:

Writing Fluency is one of the writing modes, which indicates the absence of pauses and other indicators of word-finding or grammatical difficulty. Through the direct observation of the researcher, perusing the opinions of teachers and head teachers and after administrating a diagnostic test of writing fluency and a questionnaire analyzing its results, the problem of the study reflects the fact that most of Al-Azhar first-year secondary students have poor performance in the paragraph writing generally and in writing fluency skills specifically. They have trouble in recognizing the techniques of writing fluently and they could not write a correct and well-organized paragraph.

Differentiated Instruction is a theory originated by the American teacher Carol Ann Tomlinson, which presents an effective means to address learner variation in addition to avoiding the pitfalls of the one-size-fits-all curriculum. It is the process of ensuring that what a student learns is a match for that student's readiness level, interests, and preferred mode of learning. Teachers can differentiate in four ways: 1) content, 2) process, 3) product, and 4) learning environment based on the individual learner.

Differentiation stems from beliefs about differences among learners, how they learn, learning preferences, and individual interests. Therefore, the researcher found it suitable for Al-Azhar students' abilities and the students can utilize from its techniques in developing their writing fluency skills.

This study specifically attempted to answer the following questions:

1. What is the existing level of Al-Azhar Secondary Stage students' writing fluency?
2. What are the activities based on Differentiated Instruction that can be used to develop the target students' writing fluency?
3. What is the effect of using "Differentiated Instruction" on developing the target students' writing fluency?

To provide answers to these questions, the following was hypothesized:

1. "There is no statistically significant difference between the mean scores of the study participants on the pre and post Writing Fluency Test in terms of the development of each of the writing fluency skills".
2. "There is no statistically significant difference between the mean scores of the study participants on the pre and post administration of the Writing Fluency Test in terms of the development of the overall writing fluency."

Participants of the study were Al-Azhar first-year secondary stage students. Thirty-two students participated in the experiment of the study. They were randomly chosen and taught by the researcher the suggested DI- based program. The study utilized one pre-post tested-group design.

The following instruments and treatment materials were used:

1. A Writing Fluency Pre-posttest
2. A Placement Test
3. A Suggested DI-based program.

The suggested DI-based training program included three units. Each unit contained four lessons which used the strategies delimited to the program, i.e. **Visualization, Photo-Story, Mind Map and YouTube Videos**.

After ending the experiment of the study, the scores of the writing fluency test were subjected to statistical analysis (SPSS 19) to maintain answers to the questions of the study.

1. To answer the first and the second question, a comparison of the

subjects' mean scores on the writing fluency test were made utilizing t-test. The results indicated that Al-Azhar students suffered from poor writing generally and writing fluently specifically before applying the suggested program. The suggested DI- based program had a very large effect on developing the students' writing fluency.

2. To answer the third question, a comparison of the subjects' mean scores on each skill of the writing fluency test was made utilizing Paired Sample t-test because the program had been applied on a single group and measured the difference of performance in the pre and post administration of the test. The results indicated that the suggested DI-based program had a very large effect on the students' writing fluency, while the meaning construction still was developed on an average or a medium extent. More specifically, the following four writing fluency components have been improved to a large extent:

- **Organization** (Topic sentence, supporting sentences, introduction, concluding the sentence, organization, order, and completeness).
- **Accuracy** (careful use of language and word choice to express meaning).
- **Clarity of Ideas** (Ideas are legible, understandable, accessible, short and to the point).
- **Self-expression.** (Being able to express oneself freely, present one's own thoughts, beliefs, and ideas).

Pedagogical Implications

The pedagogical implications of the results of the present study suggest that:

1. Teachers are aware of the students' needs and abilities and choose the

- suitable techniques for activating them before commencing writing lessons.
2. Multiple instructional strategies and technology are strongly recommended when teaching writing fluency skills.
 3. Alternative teaching techniques are to be implemented in Egyptian schools to enhance better learning in general and better writing in particular.
 4. Teachers avoid teacher-centered classes and encourage student-centered ones.
 5. Teachers should be cognizant of the levels of writing fluency skills.
 6. Teachers acknowledge the individual differences of their students and consequently introduce materials and use techniques and strategies that nurture their positive attitudes towards learning English in general and writing in particular.
 7. School and classroom environment have to be full of motivating equipment to enhance students' enthusiasm and increase their interest. Many strategies can help students build up correct sentences like a jigsaw, journaling, and alphabet stories.
 8. Monologue or Letter to a Loved One is an opportunity for students to express their innermost feelings to someone they are unable to see
 9. Narrative Observations add a variety to the range of learning situations.
 11. There must be a differentiation in not only process but also in product and content.
 12. Teachers are free to choose their techniques and strategies according to students' profiles, pace in addition to interests.
 13. Integrating modern technology like web quests and blogging is of great importance to language learning and delivering fluent writing.
 14. Teachers can peruse the latest research and the famous educational websites to prepare their material like funbrain.com, epals.com, and scrapblog.com.
 15. Teachers must enhance students' motivation using the information to personalize assignments and tie the learner's interests to instruction, providing

assignments that present a challenge and giving unexpected tasks such as enjoyable, leadership roles and responsibilities.

16. Extracurricular activities and educational games are of great significance to encourage students to write fluently.
17. It is recommended that teachers use tiered and anchored activities when they notice that their students having various abilities.
18. YouTube videos, visualization, photo-story 3 and mind mapping are strategies that are strongly recommended to be implemented in classrooms to help students create ideas and develop fluency in writing.
19. Assessment should jut out of its paper form to other forms like online and software forms as well as renovating new techniques like observation, interviews and presenting oral presentations.
20. Teachers have to consider all differences and choose their instructional methods in accordance with students' different learning styles, interests, and preparedness levels.
21. Project-based work is a learning experience that seeks to provide students with knowledge from various areas of learning.
22. Teachers must vary in applying various approaches of witting like process, product and genre approaches to make sure that writing steps are correctly accomplished.
23. Special attention must be given to students' ways of constructing meaning, more techniques should be devised to help students overcome this difficulty, as well as more time, should be allowed for practicing this component.

Concussions:

EFL secondary education students are given few opportunities to argue debatable issues reasonably, write clear ideas, adopt error-free approach, express their opinions freely in a writing form, utilizing from DI strategies and various technological means. Therefore, the findings of the present study indicate that arguing via activating multiple ways of knowing

should be implemented. Throughout the discussion of the results, it has become clear that the DI-based program may have a significant role in developing the students' writing fluency. This was reflected in the significant "t" value of the test as a whole and of each separate sub-skill in the test. All the values were highly significant. The DI-based program was effective for many reasons.

The positive effect of the suggested DI-based program on developing the writing fluency of Al-Azhar first-year secondary stage students were attributed to the program's addressing of the students' different bits of intelligence, learning profile, readiness, areas of interest and learning style. As students learnt differently, the researcher as a teacher could fully encourage meaningful and enjoyable learning as much as possible for all the participants involved.

To sum up, since most of the educationalists and educational institutions, universities or schools have often sought to help students develop a fluent writing accomplishment and self-confidence, DI theory provides a theoretical foundation for recognizing the different abilities and talents of students as well as giving an academic help to the teachers and educators to consider the students' learning profile and recruit every possible activity to teach students at the same class. Approaching and assessing learning in this manner allows a wider range of students to successfully participate in classroom learning actively.

Recommendations:

Based on the results of the present study, the following recommendations are presented:

1. EFL syllabus of Al-Azhar first-year secondary students should be developed to meet the requirements of writing skills, especially the writing fluency skills.

2. EFL classes need to devote more time to the writing class to allow students to follow different writing styles that are appropriate to their different kinds of intelligences.
3. EFL students should be trained to work in environments that are suitable and appealing to them and in class in both homogenous heterogeneous groups simultaneously. Hence, they can be activated and stimulated in the learning process.
4. The teacher should be trained on how to know the learning styles, bits of intelligence and interests of their students, differentiate content, teaching strategies, evaluation techniques, and learning environments, use modern technology and make use of the Differentiated Instruction activities in order to deliver a good education and encourage students to take a step forward.
5. DI-based teaching should be incorporated in teaching writing in different educational stages so as to enhance students' abilities in writing fluency.
6. Teachers of EFL should be aware of the importance of enhancing the student-centered learning contexts. Therefore, the role of EFL teacher should be changed from being a dominant figure in the classroom to being a facilitator, advisor, consultant, guide and organizer.
7. Teachers should care for students' individual differences by diversifying their teaching techniques in such a way that involve the different bits of intelligence that the students possess.
8. Curriculum planners and designers should integrate DI activities not only in teaching writing but in EFL teaching in general. Lessons should be vivid, lively, well-designed, varied and addressing all learning styles and interests. Mobile learning techniques such as Facebook, WhatsApp, and computer-based activities must be merged into lessons.
9. An Assessment has to be varied not only paper one. Students may be assessed electronically via computer or internet. Oral Evaluation and

interviews may be other means of evaluation.

10. Educational Games, field trips, videos, PowerPoint, hands-on practice should be considered and implemented in our syllabi.

Suggestions for Further Research:

The following suggested studies can be undertaken in further research on TEFL methodology:

1. The Effect of Using Differentiated Instruction on Developing the First-year Secondary Students' Reading Comprehension Skills.
2. The Effect of Using Differentiated Instruction on Developing the Second year Secondary Students' Translation Skills.
3. The Effect of Using Differentiated Instruction on Developing the Third year Secondary Students' Speaking Fluency.
4. The Effect of Using Differentiated Instruction on Developing the Third year Preparatory Students' Listening Comprehension.
5. The Effect of Using Differentiated Instruction on Developing the Third year Primary Students' Word Choice and Word Building.
6. The Effect of Using Differentiated Instruction on Developing the Fifth year Primary Students' Grammatical Accuracy.

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APPENDICES

Appendix (A)

The Placement Test

Before We Start: Placement Test in Writing

The text is somewhat on the long side, but you should take time to look carefully at the construction of the work. Consider these points!

- Is there an introduction?
- Is the thesis clearly stated or implied?
- Does the text follow a logical sequence?
- Are discussion points supported with ample details and explanations?
- Are there smooth transitions between ideas?
- Is there a conclusion? If so, does it bring the text to a complete close?
- Are there any grammatical errors?
- Does the text have a proper punctuation?

Throughout high school, I worked a part-time job, took care of my siblings, and tried to achieve the best grades possible. As I struggled through these **troubled** times, I seldom thought about college. I just wanted to be the first in my family to graduate from high school. However, Mr. Jones, my tenth grade biology teacher, encouraged me to consider going to college. As I began my senior year, he called me into his office to make me aware of the application process not only for colleges but also the various **scholarship** offers and grants available to me. Because of his efforts, I will be stepping onto the campus of Old Dominion University in August 2012 after winning a scholarship. Because my scholarship does not provide spending money and I must maintain a grade point average of 3.2, my path over the next few months will be a balancing act as I work to save money for spending, study to make certain I am ready for classes, and spend as much time as possible with my family before I leave home.

Working is nothing new to me. I have had some type of a **part-time** job since I was fourteen years old. I spent many summer days harvesting crops at my grandfather's farm. The work was hard, but I learned the importance of staying focused on the task at hand. Failure to do so could have resulted in a serious injury, as farm machinery is not forgiving. These experiences with "Pap" enabled me to learn a great deal about the farming process and the selling of produce to local restaurants. I can see now just how he groomed me for the work I will do over the next few months.

I have a route that services twenty-five restaurants within a radius of 50 miles from Pap's place. I will be making two runs per week to service these **establishments**. The good news for me is that I have access to the Internet and can fill orders prior to each run. As a result, I simply need to carry with me the requested produce. Poor Pap never had such an opportunity. Forty years ago, he just filled the truck and hauled the "farm," just hoping to sell what he had. Needless to say there was spoilage and money lost. Because of refrigeration and the Internet, I will take only what I need; little will be lost to spoilage. Pap is allowing me to keep all profits from these **routes** this summer.

I am not necessarily the smartest student in the state, but I was able to **graduate** from high school with honors. Over the course of those four years, I learned to manage my time wisely so that I was able to study yet still care for my **siblings** until my parents came home from work. Many nights I had to make dinner and help the twins with their homework before I was able to begin my own studies. Fortunately for me, the twins will be gone for the summer. I will not have to look after them. However, the lessons I've learned in doing so will guide me through my efforts as I prepare for college. I will have my books with me on my routes. In the event there is down time, I will be able to study. I plan on studying during my lunch hour each day. Of course there will be a few hours at night when I can also study. I will be laying out a schedule, as I learned a few years ago that having a plan makes for a better study session. I also learned to focus on my least favorite subjects first. Yes, I will be working on literature; I despise talking about the works of all the great dead people. William S. was never one of my favorite **folks**, but I did learn a great deal about the English language as we studied his works.

I know that work and studies will keep me busy this summer, but I will most definitely find time to spend with my family. I know my absence will leave a void in the weekly routine at home. Luckily, the **twins** are older now, and they should be able to take care of themselves after school. I just hope they do not burn the house down while trying to make a cheese sandwich. Over the last four years, I have formed a bond with both of them. We are close, and I do hope that my being over two hundred miles from home will not dampen their spirits. I certainly appreciate the times I have had with them.

These next few months will be busy for me, and there is a great deal that I need to get done before I leave for Norfolk. The key to success will be for me to balance my time and **obligations** so that I can be successful with business, brush up on my known areas of academic weakness, and ensure I have quality time with family.

Adopted from Old Dominion University, Norfolk

<https://www.odu.edu/academics/academic-records/score-analysis/writing-sample/sample>

Appendix (B)

The Referee Panel

SN	Name	Academic Position
1	Professor Dr. Eid Abd Elwahed Ali Darweesh	Dean of Faculty of Education, Minya University and professor of Curriculum and Teaching methods, Minya University.
2	Professor Dr. Ibrahim Tawfiq Ghazi	Faculty of Education, Department of Curriculum and Teaching methods, University of Damanhour
3	Dr. Abdelrahim Fathy Mohamed Ismail	Assistant professor, Department of Curriculum and Teaching Methods , Faculty of Education, Assiut University and Proof-reader of the Scholarly Journal of King Faisal University
4	Dr. Shereen Abdel-Mohsen Abbas Ahmed	Lecturer, Department of Curriculum and Teaching Methods , Faculty of Education, Assiut University
5	Dr. Randa Mohamed Essam Eldin	Lecturer, Department of Curriculum and Teaching Methods , Faculty of Education, Assiut University
6	Dr. Mohamed Makram Marie Mohamad	Assistant Lecturer, Department of Curriculum and Teaching Methods , Faculty of Education, Assiut University
7	Mr. Al-Hassan Mohamad Ahmad	English Inspector, Al-Azhar Al-Sharif, 30-year experience in teaching English as a foreign language
8	Mr. Bahaa Soliman Ali Hussein	Master Degree, Department of Curriculum and Instruction , and a teacher of English as a foreign language, 12-year experience
9	Mr. Gamal Mohamad Ali Khodeir	A teacher of English as a foreign language, 10-year experience

Appendix (C)
Students Raw Scores in the Pre and Posttest

Students' Raw scores on the Writing Fluency Pre-posttest before and After Applying the Suggested program

No.	Before						After					
	Meaning Construction	Accuracy	Organization	Clarity	Self-expression	Tot. 1	Meaning Construction	Accuracy	Organization	Clarity	Self-expression	Tot. 2
1	5	8	4	4	3	24	12	18	18	15	17	80
2	7	4	0	10	6	27	11	10	10	11	13	55
3	6	1	0	0	1	8	10	12	13	11	12	58
4	6	3	0	2	2	13	12	13	14	5	14	58
5	12	13	11	7	8	51	17	17	15	11	12	72
6	8	5	3	2	1	19	11	12	10	13	13	59
7	10	11	13	5	7	46	15	12	18	13	13	71
8	7	7	7	7	7	35	8	8	7	14	12	49
9	3	2	2	2	2	11	11	10	9	13	10	53
10	6	1	2	4	3	16	8	12	6	8	14	48
11	5	1	1	1	1	9	9	11	13	11	6	50
12	7	4	1	3	0	15	7	15	10	15	14	61
13	5	10	5	10	12	42	14	18	16	11	11	70
14	5	3	3	3	3	17	13	13	10	9	10	55
15	4	3	3	4	4	18	9	14	8	7	12	50
16	6	6	2	10	10	34	14	18	17	12	14	75
17	8	7	7	7	7	36	13	18	17	14	15	77
18	5	2	3	3	1	14	6	11	13	15	10	55
19	7	2	2	2	3	16	8	14	14	13	8	57
20	5	5	5	5	5	25	12	10	14	8	13	57

Students' Raw scores on the Writing Fluency Pre-posttest before and After Applying the Suggested program

21	10	9	8	8	8	43	16	16	17	12	12	73
22	17	12	17	15	16	77	12	18	15	15	14	74
23	3	1	2	0	3	9	8	14	11	8	8	49
24	3	2	4	0	3	12	9	10	14	11	8	52
25	5	5	5	5	5	25	14	16	14	12	12	68
26	7	7	6	6	6	32	8	12	13	7	7	47
27	6	6	5	6	6	29	6	10	11	11	9	47
28	4	1	1	1	1	8	2	12	12	12	12	50
29	5	3	5	3	6	22	3	12	14	3	14	46
30	6	5	5	5	5	26	9	13	13	12	13	60
31	4	4	4	4	4	20	11	10	18	13	12	64
32	5	5	5	5	5	25	15	15	12	12	12	66

Appendix (D)
The Exam Table of Specifications

**English Language Structured Table of Test Specification for the 2019 Suggested Program
For First Year Secondary Stage Students**

Outcomes to Assess		Item Description			
Skill	Coverage and Range	Item Type	No of Questions	Time Allocated	Total Marks
Organization	Ss will be able to use topic sentence, supporting sentences, introduction, concluding the sentence, organization, order, and completeness.	Writing a short well organized paragraph	5	18 mins	20
Accuracy	Ss will be able to choose language and words to express meaning in a proper way.	Writing a short paragraph with concentrating on correct grammar and choice of words.	5	18 mins	20
Meaning Construction	Ss will be able to decipher and understand the meaning behind the words to implement them in their writing.	Writing a short piece of writing in which the student chooses vocab that convey meaning in an appropriate way.	5	18 mins	20
Clarity of Ideas	Ss will be able to generate ideas that are legible, understandable, accessible, short and to the point.	Writing a paragraph that is free from ambiguity	5	18 mins	20
Self-expression	Ss will be able to express themselves freely, present their own thoughts, beliefs, and ideas.	Writing a short description about themselves, their likes, dislikes, interests, aspirations in addition to comment on texts with their point of views.	5	18mins	20
Total	N.B. The test consists of two parts that include 5 questions. Each skill is included and evaluated within each question and not in a separate question. The first part is paper one with two questions contained. The second part is online with three questions contained.		5	90 mins	100

Appendix (E)
The Refereeing Checklist

ALECSO
Institute of Arab Research & Studies.
Department of Curriculum & Instruction.
Cairo.



**The Effect of Using "Differentiated Instruction
"on Developing Al-Azhar Secondary Stage
Students' Writing Fluency**

**A Proposal Submitted in Fulfillment of the
Requirements for the Master Degree in
Curriculum & Instruction Department**

Prepared by

Abdelkareem Ali Abdelnaeim Mehany

2017

Supervised by

Dr. Asmaa Ghanem Gheith

Professor of Curricula and Instruction (TEFL)
Faculty of Education, Ain Shams University

Dear educators,

The researcher is conducting a study entitled "The Effect of Using "Differentiated Instruction "on Developing Al-Azhar Secondary Stage

Students' Writing Fluency", to obtain a Master's Degree in Curriculum and Instruction. One of the requirements of this study is to conduct pre-post writing fluency test. You are kindly requested to look carefully at the attached test, and fill in the following form whether the items of the test are suitable or unsuitable. Your notes and responses will be highly appreciated and confidential.

Pre-posttest Refereeing Checklist

Name: _____ Job: _____

Experience: _____ Date: _____

Items	High	Average	Low
1- The test items reflect the objectives.			
2- The test suits first year secondary stage level.			
3- There is coherence between the test item and specification.			
4- The layout is acceptable.			
5- The rubrics are clear.			
6- The time assigned is suitable.			

Any further comments are highly appreciated.

.....
.....
.....
.....
.....
.....

Best Regards

The researcher: Abdelkareem Ali Abdelnaeim

ALECSO
Institute of Arab Research & Studies.
Department of Curriculum & Instruction.
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Professor of Curricula and Instruction (TEFL)
Faculty of Education, Ain Shams University

The program Refereeing Checklist

Name: _____ Job: _____

Experience: _____ Date: _____

Items	High	Average	Low
1- The activities of the program reflect the objectives.			
2- The activities which are designed to develop the fluency aspects reflects the objectives.			
3-The activities which are designed to develop the coherence, punctuation, grammar, lexis and clarity aspects reflects the objectives.			
4- The teacher's guide gives the teacher clear instructions about how to deal with the activities			
5- The layout of the activities is acceptable.			
6- The program is suitable for low achievers.			
7- The time assigned is suitable.			

Any further comments are highly appreciated.

.....

.....

.....

.....

.....

.....

Best Regards

The researcher: Abdelkareem Ali Abdelnaeim

Appendix (F)

Description of the Suggested Program for First Year Secondary Stage Students to Develop their Writing Fluency in the Light of Differentiated Instruction Theory

Overview

The program was designed to enhance the first year Azharite secondary stage students' writing fluency and to test other strategies that they can develop their writing fluency. The researcher designed the program by drawing on the theory of Ann Tomlinson's Differentiated Instruction, which originated from 2003 onwards. The theory cares for delivery of education and learning to every student according to its own pace and interest in the same class.

General Aim

Developing the students' writing fluency

Performance Objectives

At the end of this program, learners will be able to:

1. Write well-organized and complete sentences and paragraphs.
2. Produce careful language and word choice to express meaning as well as careful conforming to truth or fact.
3. Maintain good use of Grammar, punctuation, and spelling.
4. Deliver clear texts void of ambiguity.
5. Express themselves, feelings, aspirations, and ambitions fluently.

Content

The researcher designed the program in three units, of twelve lessons each of them has two or three activities. The researcher began with a placement test to stand on the level of class participants and classify them as well as choosing the best activities. The researcher designed the program in three units, of twelve lessons each of them has two or three activities. The units and lessons of the program is shown in Appendix (G).

Learning Strategies

Each unit contained four main lessons based on the strategies delimited to the program, i.e. **Visualization, Photo-Story, Mind Map and YouTube Videos**. The researcher varied the content as it is not the same in every lesson but the lesson may give in one time a puzzle and in another

one a long article about certain aspect of writing fluency, jumping to a WhatsApp or Facebook groups to listen for or write about certain topic. The next lesson is giving a field trip organized previously by the teacher, students find themselves in a supermarket, factory, water station, another school, a natural resource or a beautiful scene enriching them with vocabulary and getting them forward to master note-taking to write a home-work report about their wonderful trip. The program did not evade grammar, as it is an important element in writing fluently .

The suggested program was selected with great awareness to help in training the students to improve their writing skills through the presented practice. The contents of any educational program are the substance of teaching and they consist of facts, concepts, skills, and attitudes. Lexis, as for Arabs and Egyptian syllabi, has no rules but kept randomly. The researcher replaced this with Longman and Oxford certified 3000 common and frequent words to make students keep the words already used in everyday English. There are also in the program many extracurricular activities, hands-on learning, and games like the most important and inspiring Scavenger Hunt Game .

The researcher also did not neglect homework at the end of every lesson and self-reflection of students according to the latest methods as he used learning logs, learning journals and KWL strategy to help students specify their aim and judge their learning besides utilizing from peers. The program gave a brief hint of summarizing, clarity, lexis, and grammar to help students acquaint with a theoretical basis of the fluent writing. Although the program depended basically on print material and usual classroom, it had a great deal of extracurricular and outdoor activities as well as using technology and social media that nearly all the students master to link them with learning English. The researcher included many useful websites, programs, PowerPoint slideshows, photo-3 story program to help them create a story using photos and videos and x-mind map program to help students use mind mapping to generate ideas.

Assessment

The researcher designed a pre-posttest for the purposes of the assessment of students' writing fluency and developed a scoring rubric for assessing

the students' answers based on the pre-posttest. The pre-posttest and the Scoring Rubric are in appendices (H) and (I) consecutively.

Appendix (G)

The Units and Lessons of the Suggested Program for Developing First Year Secondary Stage Students' Writing Fluency

Before We Start: Placement Test in Writing

The text is somewhat on the long side, but you should take time to look carefully at the construction of the work. Consider these points!

- Is there an introduction?
- Is the thesis clearly stated or implied?
- Does the text follow a logical sequence?
- Are discussion points supported with ample details and explanations?
- Are there smooth transitions between ideas?
- Is there a conclusion? If so, does it bring the text to a complete close?
- Are there any grammatical errors?
- Does the text have a proper punctuation?

Throughout high school, I worked a part-time job, took care of my siblings, and tried to achieve the best grades possible. As I struggled through these **troubled** times, I seldom thought about college. I just wanted to be the first in my family to graduate from high school. However, Mr. Jones, my tenth grade biology teacher, encouraged me to consider going to college. As I began my senior year, he called me into his office to make me aware of the application process not only for colleges but also the various **scholarship** offers and grants available to me. Because of his efforts, I will be stepping onto the campus of Old Dominion University in August 2012 after winning a scholarship. Because my scholarship does not provide spending money and I must maintain a grade point average of 3.2, my path over the next few months will be a balancing act as I work to save money for spending, study to make certain I am ready for classes, and spend as much time as possible with my family before I leave home.

Working is nothing new to me. I have had some type of a **part-time** job since I was fourteen years old. I spent many summer days harvesting crops at my grandfather's farm. The work was hard, but I learned the importance of staying focused on the task at hand. Failure to do so could have resulted in a serious injury, as farm machinery is not forgiving. These experiences with "Pap" enabled me to learn a great deal about the farming process and the selling of produce to local restaurants. I can see now just how he groomed me for the work I will do over the next few months.

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Adopted from Old Dominion University, Norfolk

<https://www.odu.edu/academics/academic-records/score-analysis/writing-sample/sample>



Write a short description about yourself, then share your information with your pair and finally with the whole group. The teacher is going to ask you about your friends' information not yours, so read them carefully and discuss what you do not understand with them.

General Info

Name:

Age:

Number of family members:

Favorite subjects :

Interests:

Likes:

Dislikes:

Personal Learning Contract*



Home work



Discuss in pairs the goals you want to achieve, write them down in the notes hereunder and then sign the contract.

Dictionary Definition

Open up a dictionary to a random word. Define what that word means. Write many meaningful sentences comprising the word.

My goals for writing

- 1) _____
- 2) _____
- 3) _____
- 4) _____

In order to improve my writing fluency and reach my goals, I pledge that from: _____ to: _____ (dates) I will practice and use the skills and strategies provided by these writing modules. I will practice _____ (number) of hours a week. I will also keep track of my writing progress in a journal.

Signature: **Date:**

*Adopted from "Self Access Activities" Ch. 7 in Gardner, D. & Miller, L. (1999). Establishing self-access: From theory to practice. Cambridge: Cambridge University Press.

Unit One

Lesson One



Exercise One

While your class was on a trip headed west on Highway 126 to a special spot on the coast, a deer ran in front of the bus, causing it to crash. The exit doors will not open. Everyone is very scared. The bus driver is unconscious, and two students have very small injuries. You have not seen any cars drive by on the road since the bus crashed. You have been trying to keep everyone calm by asking them to sit and eat a snack, but nobody wants to eat anything. You now need to call 122 and tell the dispatcher the **MOST IMPORTANT** information. What does the dispatcher need to know? You have about 10 seconds left of battery on the phone to tell the dispatcher, or enough time to tell about 15 words clearly. What will you say?

Exercise Two

My Learning journal

After attending the English session today, write your own learning journal by filling out the following table:

Date	
Description of the session	
Facts I learned	
What I most liked about this session was...	
What I most disliked about this session was...	
What was new or surprising to me?	
Notes	
Others	

Exercise Four



WhatsApp for learning. How do you spell? The teacher sends a recorded message asking How do you spell..... ? The chosen student replies either with audio or a text message with the correct spelling?



Exercise five

Can you find the
the mistake?

1 2 3 4 5 6 7 8 9

SHARE, if you found it! :)

PLEASE CLICK ON LIKE(FACEBOOK) BUTTON ON THE RIGHT

Home work



Exercise Three

Achieving Accuracy in writing

Sense Chart

Imagine you are on a soccer field. What do you see? Hear? Smell? Feel? Taste? Students are allowed to give examples. Don't share with your partner until you are asked to do so. List details for each sense in its column.

[illegible]

Telephone: Write about a phone call you recently received.

Mind Maps

Mind maps are a great way of showing a picture of information that you need to learn. You can use mind maps for all kinds of learning. They work very well for vocabulary when you are learning a new language.

Brainstorm some word groups for 'transport' and think of headings for each one. For example:



sea transport

land transport

air transport

For each one, draw a short line from the centre circle outwards. Add another circle and write the new group word in the middle.

When you can't make any new groups, add a line for each word you know. Write the words along the lines or, if you have space, write them inside more circles.



As you learn new vocabulary, add it to the mind map.

To make the mind maps even better, use colour to show important ideas or parts of the map.

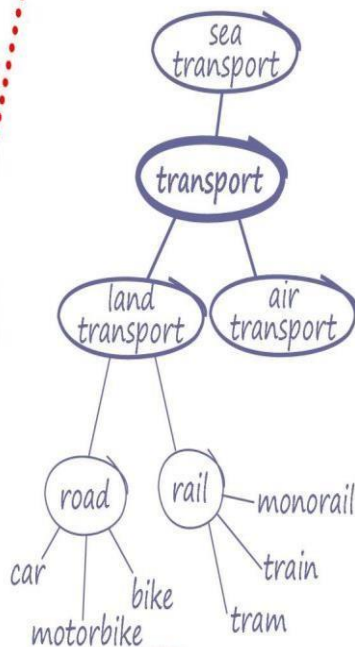
1 Draw a circle in the middle of the page and write the vocabulary subject in the middle. For example:

transport

2 Look at each group and try to add more groups. For example, in 'land transport' there are two sub-groups:

- road
- rail

3 Draw two more lines, add two more circles and write the two new headings inside them.



Put True or False

1. A mind map is a picture of useful information

T F

2. Mind maps are only for learning languages

T F

3. You start by drawing a circle

T F

4. Mind maps are so easy you don't have to think.

T F

5. When you learn a new word, you should add it to your mind map

T F

6. It is better to make a simple mind map, with no color.

T F



WhatsApp for learning
:The Critic: The teacher sends a small video on the group and asks from all members to give a commentary on this video.

Lesson Three



Picture Story



You Tube Video Exercise

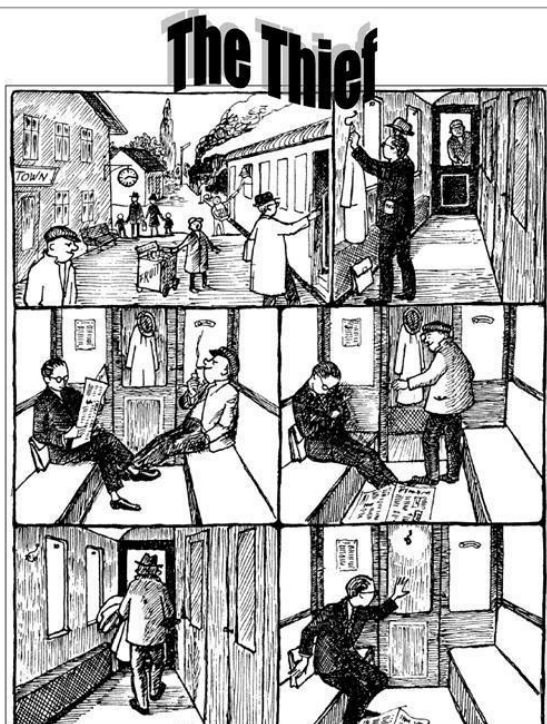
Dark Ages



The "Dark Ages" is a historical period traditionally referring to the Middle Ages, that asserts that a cultural and economic deterioration occurred in Western Europe following the decline of the Roman Empire.

The term employs traditional light-versus-darkness imagery to contrast the era's "darkness" (lack of records) with earlier and later periods of "light" (abundance of records). The concept of a "Dark Age" originated in the 1330s with the Italian scholar Petrarch, who regarded the post-Roman centuries as "dark" compared to the light of Renaissance and Enlightenment. Conversely, As for Arabia, the Dark Age was an Enlightenment Age.

In the following Video, you will know more about your Arab Ancestors. Watch the video and point out the main ideas of the video, then fill in the TPS chart with your partner.



⇒ Pair Work

1. Look at each picture and describe what you see to your partner.
2. Where does the story take place?
3. Write a story about these pictures with your partner.

ISLCollective.com

Think, Pair, Share

What's the issue/ question/ topic?	What do I think about it?	What does my partner think?	What will we share?



The Scribe Game

This game is played by pairs. One is the reader and other is the scribe. The teacher gives the reader a piece of text to read for the writer who does not see the text but only writes what he/she heard from his peer and quickly writes the text on a paper placed on a wall. The pairs who write as many as correct and fast words are the winners.



WhatsApp for learning OSentence Dictation
. The teacher or any of the students records one or more sentences and the other members write out the sentences.

Home work



Rewrite the following sentences in the tenses given. You can revise Azar Grammar in the LRC or log in the following websites.

1. https://www.englisch-hilfen.de/en/exercises_list/alle_grammar.htm
2. <https://www.perfect-english-grammar.com/grammar-exercises.html>

1. Present. Her brother looks for us.

Past
 Past Perfect
 Future

.....

2. Past. Were you looking for your wallet?

Present Perfect
 Past Perfect
 Future

.....

3. Present

Past
 Present Perfect
 Past Perfect

Future Will she help Tom?

.....

4. Present

Past
Present Perfect I haven't filled out the application.
 Past Perfect
 Future

.....

5. Present Do they play soccer?

Past
 Present Perfect
 Past Perfect
 Future

.....

6. Present

Past
 Present Perfect
 Past Perfect
Future He will be making a good salary.

.....

Lesson Four



Old Irrigation Methods

In the previous pictures some of the old methods of irrigation in Egypt. *Shadoof* (bucket lifting device) *Top Right picture*, *Sakiah* (Water Wheel) *Top Left picture* and *Archimedeian screw* (*Bottom picture*). **Have you ever seen one of them?**

Watch the following video about the irrigation ways in Egypt in the past then Explain in detail how do they work and compare them with the modern ways of irrigation now?



In the following page, there is a blank template of CV, fill in the blanks and begin to write your own CV.

(your name here)	The Street The Town..... The City..... The Country..... Phone number..... Email.....	
Work experience	2010-2015
	2015 – 2019
Education	2008 – 2011
	2012-2019
Skills	Computer	Proficient
	Photoshop
	Typing speed
Interests	Climbing	
References	Bob Lee, XYZ 01234 456778

Lesson One

A Picture to story

Look at this picture and work in groups to prepare some questions about the photo. Here are some example questions that you may ask.*

Who is the man?

How old is the man?

Where does he live?

Who is he talking to?

What is he talking about?

What is he saying?

How does he feel?
him?

Why is he looking worried?

What will happen to



Work in pairs and tell a story to each other based on the answers given. If they want to change any details, that this is fine. Write with your peer your story below:

Use Think, Pair, Share strategy to share information with your classmate then to the whole

Think, Pair, Share

What's the issue /
question / topic?

What do I think
about it?

What does my
partner think?

What will
we share?



A field Trip



Plan with your teacher a visit to an important place in your town (A factory/ Potable Water Company/ Electricity Station/ Another School/ The Mountain/ The River/ Train Station/Farm/.....). Document the trip with videos and photographs. Finally, write your report in the Field Trip Reflection that you will receive.



Facebook for learning .Emoji Story: The teacher chooses 4 emojis and student write sentences including the meaning of this emojis

Imagine that you are one of the following jobs:

A nurse - A doctor – A teacher _ A lawyer _ An Architect -an astronaut.... etc

Write a paragraph about Your dream job :When I grow up I want to be



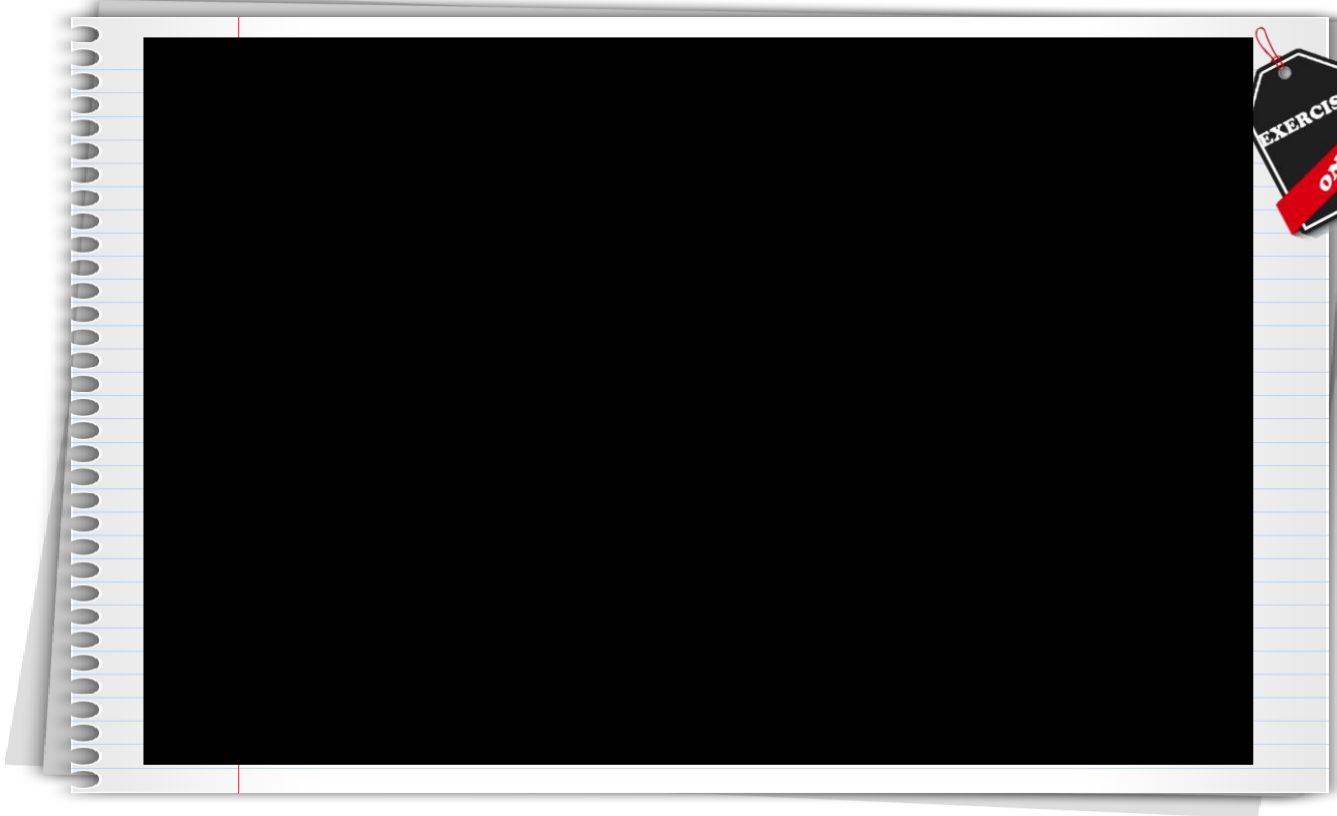


WhatsApp for learning. Second Presentation: Students prepare and record a 30-second presentation about a subject they choose. Other members give him/her a feedback in writing.

*Adopted from: <https://www.teachingenglish.org.uk/article/picture-story>



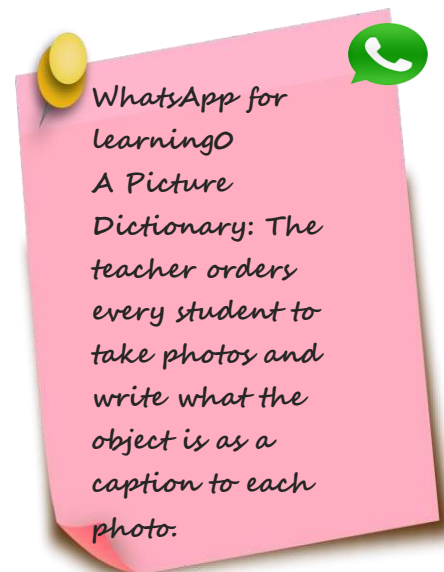
Preview the PowerPoint slideshow about "Punctuation" then discuss it with your teacher



Using the above-mentioned mind map, write a paragraph on "Why Do People Smoke"



Watch the video about "How to write a paragraph", discuss it with your group, then sum up the most important points:



Home work

Seasonal: Write about your favorite season.





The keywords of the Oxford 3000 have been carefully chosen by a group of language experts and experienced teachers as the most important and useful words to learn in English. These words have been chosen for three reasons.



The words that are used most frequently in English are included, based on the information in the American English section of the Oxford English Corpus. A corpus is an electronically held collection of written and spoken texts, and this corpus contains more than 2 billion words.



However, just being frequent in the corpus is not enough for a word to be chosen as a keyword. Some words may be used very frequently, but only in a limited area, such as in newspapers or scientific articles. In order to avoid including these restricted words, we include as keywords only those words that are frequent across a range of different types of text. In other words, keywords are both frequent and used in a variety of different contexts.



In addition, the list also includes some important words that are very familiar to most users of English, even though they are not used very frequently. These include, for example, words for parts of the body, words used in travel, and words that are useful for explaining what you mean when you do not know the exact word for something. These words were identified by asking a group of experts in the fields of teaching and language study.



Using Photo-story 3 program, try out a fishing trip with your friends taking many photos with your friends. Use the photos and videos taken to write about your fishing experience.

Write a list of 30 words you know their meaning?

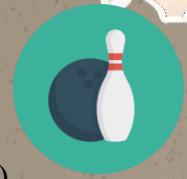
Home work



Facebook for learning . Photo Story

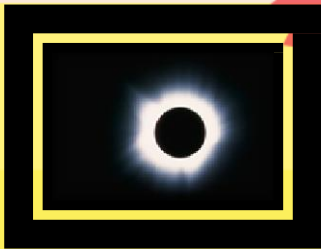
The teacher sends some pictures and asks students to write

Scavenger Hunt



These are the scavenger hunt rules:

1. Players split up into teams. (A minimum of 2 teams is all you need!)
2. Each team gets ready to bring what they write in the alphabet
3. Players set out to complete specific tasks or obtain specific items on a list.
4. Players use a digital camera or the camera on your phone to photograph each task completed or item obtained. (Each team member must appear in at least one of the photos.)
5. Players earn “points” for each task completed within a certain time frame. Scavenger hunt prizes are awarded to the team with the highest score.
6. The teacher is going to distribute a hand-out to fill in the words that you collected with your group.



The Sun is the star at the center of the Solar System. It is a nearly perfect sphere of hot plasma, with internal motion that generates a magnetic field. It is by far the most important source of energy for life on Earth. Its diameter is about 1.39 million kilometers, or 109 times that of Earth, and its mass is about 330,000 times that of Earth. It accounts for about 99.86% of the total mass of the Solar System. About three quarters of the Sun's mass consists of hydrogen (73%); the rest is mostly helium (25%), with much smaller quantities of heavier elements, including oxygen, carbon, neon, and iron .

Have you ever thought of a world without the Sun? Watch the Video, and then answer the following questions?

1. What is the importance of the Sun in our world?
2. State two things that would happen if the sun disappeared?
3. If the sun really disappeared, what would you personally feel like?

My Learning journal

After Reading the aforementioned article and watching the YouTube video today, write your own learning journal by filling out the following table:

Date	
Description of the article/video	
Facts I learned	
What I most liked about this session was...	
What I most disliked about this article/video was...	
What was new or surprising to me?	
Notes	



SENTENCE BUILDING

Look at the picture and answer the following questions



1. Do you think the girl in the picture likes horses? Why? Why not?
2. Does your family have any animals/pets/birds? If yes, State them in detail?
3. Imagine you were there, what would you do with the animals and the ranch?
4. In your opinion, what is the speech the girl is telling to her father?



Do you use WhatsApp?
How often a day? How can
you utilize from it?



Messenger is a cross-platform instant messaging WhatsApp application that allows iPhone, BlackBerry, Android, Windows Phone and Nokia smartphone users to exchange text, image, video and audio messages for free.

Form a WhatsApp group with your classmates and your English teacher, choose the name "Giants" and set rules with your teacher. Your teacher is going to do a homework or activity to be accomplished on WhatsApp.



WhatsApp for Learning: Incorrect Sentences: The teacher is giving some incorrect sentences and requires from members of the group to correct the mistakes, the teacher is the one who chooses and regulates the answer in this exercise.



Unit Three

Lesson Two



Just For Fun: Did you know the difference between a monkey and an ape?



Guess which of the abovementioned pictures a monkey is and which is an ape then watch the veggie tale about the difference and check your answer?

The link is <https://www.youtube.com/watch?v=qmcBbI6xtmc>



Project

The program "X Mind Zen" to

create a mind map related to you

Step One: Choose your template after discussing "The School" topic. Brainstorm ideas with your group. Write notes about school and relationships inside it.

Step Two: Write the topics, subtopics and relationships in the map. Use the program options to finalize your project with the help of your English and Computer teachers. You can insert pictures and write notes as you like. Publish your project in a word, PDF or as a picture like the following PNG.



Homework

Try to solve the following puzzle What letter is next in this sequence?

O, T, T, F, F, S, S, E, __

****Hint: It is a Number Series Puzzle**

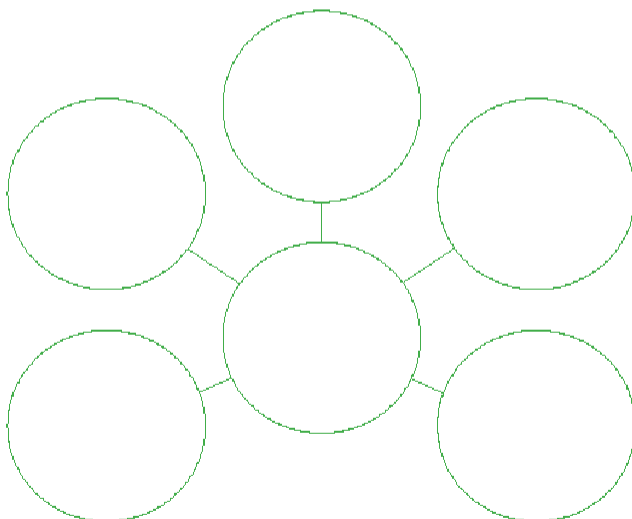


W/L1.1
W/L1.3

Creating a mind map

1. Write your own **subject** in the middle bubble below. You could plan to write about your favourite person or place, or about something you like to do.
2. Label each outer bubble with a **different aspect** of your subject. List your ideas under each **heading** - just one or two words for each idea.
3. Number the bubbles in the order you want to write your ideas.
4. With the planning done, expand your ideas into **sentences**. Each bubble will probably form a separate paragraph of four or five sentences, depending on how many ideas you have.

Enjoy your writing!



Lesson Three

Getting Started with Photo Story 3

All you need is a digital camera with either a USB or a mobile phone camera. Connect it to your PC. Wait a couple seconds, and you should see the window in pop up. Open Photo Story 3. You will see the welcome screen

Select the first option, Begin a New Story. This takes you to the image import screen for Photo Story 3. You need to import some pictures into your movie.



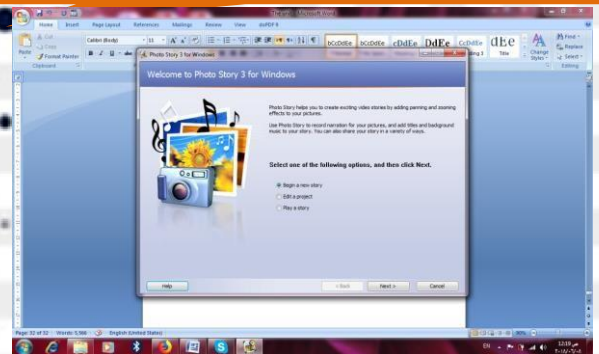
Project

Using Photo-3 Story program, start to create your own story with the aid of pictures



Adding Titles and Effects to Your Pictures

Click the Next button, and you are taken to the Add a Title to Your Pictures screen. This is a screen where you can add a title to any photograph



Giving Your Movie a Theme Song

To add music that you have already on your computer, just press the Select Music button and search your hard drive for the song you want.

Creating Your Movie

The final step is to create your movie. You do this in the Save Your Story movie. The final step you need to take after you have created all your desired videos is to save your project. Click Save Project.

Choose some of the pictures the teacher prepared for you to be similar and suitable for the story or pick up your own photos by visiting the websites. One useful website you can surf is <https://storybird.com/create/?sort=recent>

Step Two: After choosing the pictures and with the help of your English or Computer teacher, you will find music and writing options to write the suitable story based on the pictures in pairs, revise the story with teacher before publishing the video and saving your project. The project may take more than one class. This is the final step before publishing your final story. Good luck.

Write the story you made with your peers



Facebook for learning: Students choose an activity or process they know well (cooking a meal, changing a tire, downloading a video, feeding a pet) and explain with photos each single step as a caption to the photo.

Home work

Visit the following links and check your understanding of countable and uncountable nouns:

https://www.myenglishpages.com/site_php_files/grammar-exercise-countable-uncountable-nouns.php

<https://www.englishclub.com/grammar/nouns-count-quiz.htm>



EXERCISE

ONE

A Friendly letter

There are some simple rules to follow when writing a friendly letter:

1. Put the date at the upper left or right of the page. You may add your address below the date, but it is optional.
June 30, 2009
111 West Main Street
Johnstown, IL 60622
2. Begin with a greeting. You can show affection or love in the greeting.
Dear Mary,
Dearest Mom and Dad,
My beloved Mary,
3. Next, begin the body of your letter. The content is up to you.
I have missed you . . .
4. Close the letter at the lower right or left. You can express affection or love in the closing as in the opening.
Sincerely yours,
Affectionately,
With all my love,
5. End the letter by signing your name.

Informal Layout

1

3

2

4

5

6

EXERCISE

TWO

participating

graduated

skills

apply

reached

employment

application

cooperate

certificate

Dear Mr.....

I am writing to for the job advertised in Alwatan newspaper. As requested, I am enclosing a completed job....., my certification, and my resume.

I am 19 years old and I have recently. I have my general.....along with appreciation certificates that I received from my school for in many activities. I have very good in using computer and typing which makes me very good competitive for this job. I with everybody and I believe that your manager will be pleased with my work.

Please see my resume for additional information on my experience.

I can be anytime via my cell phone, 99990000. Thank you for your time and consideration. I look forward to speaking with you about this..... opportunity.

Sincerely,

Further Research. Did You Know...?

Email is older than the internet. It started in 1965 and by 1966 it was already possible to send messages between different computers. The @ sign was introduced into email addresses in 1971 and quickly became standard. Check the following sites to know more about the format of the email.



1. <https://www.wikihow.com/Write-a-Formal-Email>.
2. <https://englishlive.ef.com/blog/career-english/write-perfect-professional-email-english-5-steps/>
3. https://www.google.com/search?q=email+writing&client=firefox-b&tbm=isch&source=iu&ictx=1&fir=3n17o8MI8OuXPM%253A%252Cw1votA6iKCsMZM%252C_&usq=WJzwRksjj-NCczgzFjAyD7E27qQ%3D&sa=X&ved=0ahUKEwj62de10K7bAhVD3aQKHevxBycQ9QEIWTAE#imgsrc=3n17o8MI8OuXPM:



After visiting the previous sites, can you state the difference between email and letter?



WhatsApp for Learning :*My Diary: Students write about what they are doing at different times of a day. They can compare or comment on each other's writings.*

Home work



Magic Touch

Write a letter to your friend Samy/Samia telling him/her about imagination of a touch of magic you have, and can make impossible things happen. What would you do? Your name is Maged/magda and live in 22 Gomhourriast., Sohag, Egypt.

Appendix (H)

The Pre-posttest

ALECSO

Institute of Arab Research& Studies.

Department of Curriculum & Instruction.

Cairo.



Writing Fluency Pre-posttest Test

Dear Student,

First, congratulations for being selected to participate in this research. The researcher is currently conducting a research project **entitled "The Effect of Using "Differentiated**

Instruction "on Developing Al-Azhar Secondary Stage

Students' Writing Fluency". This research project is a part of the academic

requirements for the Master Degree of Education in the Department of Curriculum & Instruction at Institute of Arab Research& Studies.

The researcher would like to draw your attention that this research is a purely academic study that would be used only for academic purposes. Your responses and names will be kept strictly confidential. Accordingly, the researcher seeks your assistance in answering the test questions. Your contribution is highly appreciated.

Test instructions:

- 1. The test is in two parts; the first part is Paper part and the second part is Online one.**
- 2. The number of pages is one. This page is not included.**
- 2. The test consists of two questions.**
- 3. Give the test paper back directly to the researcher or submit it to the person who distributed it.**

Thank you for your cooperation,

The researcher/ Abdelkareem Ali Abdelnaeim

Writing Test

English Secondary Stage

Name: -----



Al-Azhar Al-Sharif

Academic Year (2018-2019)

Time: 90 minutes (For both paper and online parts)

Date: -----

Mark: 100 (For both paper and online parts)

First Part: Paper One

Question (1) Choose only ONE topic to write well-organized paragraphs: (20 marks)

A. An animal you like best. Give your reasons.

B. A happy/sad situation you experienced. Narrate the events.

.....

.....

.....

.....

.....

.....

Question (2). Look at these pictures well, then answer the following question: (20 marks)



Write five sentences describing shortly the following pictures and write your comment on them.

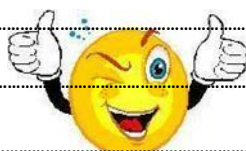
.....

.....

.....

.....

.....



Good Luck

Writing Test

English Secondary Stage

Name: -----



Al-Azhar Al-Sharif

Academic Year (2018-2019)

Time: 90 minutes (For both paper and online parts)

Date: -----

Mark: 100 (For both paper and online parts)

Second Part: Online Part

The Interface

The Second Online Part

Entry Page

First Name:

Last Name:

Continue

wondershare
Evaluation Copy
<http://www.wondershare.com>

The Second Online Part

Introduction Page

his test is the second part of the Pre-posttest administered for First Year Secondary Stage students to test the writing fluency based on the Differentiated Instruction theory after studying a suggested program based on the aforesaid theory. All students data are kept confidential.

Total Questions	Full Score	Passing Rate	Passing Score	Time Limit
3	50	50%	25	00:50:00

wondershare
Evaluation Copy
<http://www.wondershare.com>
Continue

Question (1).

Adobe Flash Player 10

File View Control Help

The Second Online Part

00:16:04

Question 1 of 3 \ Short Essay \ 15

The following Video discusses " Kidney Stones".
Watch the video carefully, then sum up the most important points in one paragraph.

ان حصي الحصى عبارة عن كتلة صلبة من البورات

wondershare
Evaluation Copy
<http://www.wondershare.com>

Outline...

Submit

AR 05:34 PM 27/03/2019

Question (2).

Adobe Flash Player 10
File View Control Help

The Second Online Part 00:16:35

Question 2 of 3 \ Short Essay \ 20

You have Photo-Story 3 software on this computer. As previously studied, make a video from photos, imported from your mobile phone, from this computer in my pictures folder or from the following website <https://www.pexels.com> to find out the photos you want easily, and write comments on each photo. You may add effects as you like from this computer my music folder or from the site <https://freesound.org>. You are free to choose your topic.

Outline...

Submit

wondershare
Evaluation Copy
<http://www.wondershare.com>

AR 05:35 PM 27/03/2019

Question (3).

Adobe Flash Player 10
File View Control Help

The Second Online Part 00:16:28

Question 3 of 3 \ Short Essay \ 15

X- Mindmap Software is one of the useful Mind-Mapping programs. The program is available on this computer. The following site has many Mind Map shapes
<https://www.edrawsoft.com/template-benefits-of-fruits.php> Mind map the following paragraph:

Egypt is a country in North Africa. Most of Egypt is desert. The longest river in the world, the Nile, runs through Egypt providing areas of very lush green. "Lush" means full and healthy.

Egypt is often thought of as one of the longest inhabited countries in the world. "Inhabited" means that people live there.

Egypt

People have lived in Egypt for 8000 years, since 6000 BC. For much of this time, Egypt was the most powerful country in the world. It had the strongest government of any civilization at the time. A "civilization" is a group of people who live together and have the same culture.

The Nile river is thought to be the main part of why the ancient Egyptian civilization was so successful. Thanks to the richness of the soil and the available water, Egyptians were able to have abundant supplies of food and animals. "Abundant" means a lot of something.

Outline... Submit

Wondershare Evaluation Copy
<http://www.wondershare.com>

Windows taskbar: 05:36 PM 27/03/2019

Adobe Flash Player 10
File View Control Help

The Second Online Part 00:15:55

Question 3 of 3 \ Short Essay \ 15

Giza. The pyramids of Giza are some of the largest structures ever built.

Anthropologists (people that study the human race) believe that it took 20,000 to 30,000 people to build each pyramid. They also think that it took over 20 years to build some of the structures.

Inside the pyramids, archeologists have found many beautiful items such as jewelry, statues, furniture, and writing that have helped them learn more about the ancient Egyptian cultures.

Outline... Submit

Wondershare Evaluation Copy
<http://www.wondershare.com>

Image of a statue of Nefertiti

Windows taskbar: 05:36 PM 27/03/2019

Good Luck

Appendix (I)

The Scoring Rubric for Assessment of Al-Azhar Secondary Stage Students' Writing Fluency

The Scoring Rubric for Assessment of Al-Azhar Secondary Stage Students' Writing Fluency

Criteria	4 Exemplary	3 Skilled	2 competent	1 Beginning	0 unsatisfactory	Score
Organization	<p>Always arranged in some logical order (time order, spatial order, or order of importance). Supporting sentences are all directly connected to the main idea. Excellent use of transition words to link ideas together. Organization is logical and appropriate to assignment; paragraphs are well-developed and appropriately divided; ideas linked with smooth and effective transitions. Introduction and conclusion are effectively</p>	<p>Often arranged in some logical order (time order, spatial order, or order of importance). Supporting sentences are almost directly connected to the main idea. Good use of transition words to link ideas together. Few organizational problems on any of the 3 levels (overall, paragraph, transitions). Introduction and conclusion are effectively related to the whole.</p>	<p>Arranged around a reasonably discernible central idea. Supporting sentences are provided that are generally clear and relevant. Some attempt at using transition words to link ideas together. Organization, overall and/or within paragraphs, is formulaic or occasionally lacking in coherence; few evident transitions. Introduction and conclusion may lack logic.</p>	<p>Writing is incoherent and rambling. Support, where evident, generally makes use of random, unconnected sentences. Little attempt to link ideas semantically. Organization is missing both overall and within paragraphs. Introduction and conclusion may be lacking or illogical.</p>	<p>Writing is largely incoherent and rambling. Support, where evident, always makes use of random, unconnected sentences. No attempt to link ideas semantically.</p>	

Clarity of Ideas	<p>Thesis and purpose are clear to the reader; closely match the writing task Skillful phrasing, apt word choice create an inviting paper. Demonstrates engagement with the topic, recognizing multiple dimensions and/or perspectives with elaboration and depth; offers considerable insight</p>	<p>Thesis and purpose are clear and match the writing task Clear phrasing, appropriate management of voice and tone, and vocabulary enhance the paper's ideas. Demonstrates engagement with the topic, recognizing multiple dimensions and/or perspectives; offers some insight</p>	<p>Thesis and purpose are clear and match the writing task to some extent. Thesis and purpose are somewhat vague or only loosely related to the writing task Phrasing is generally effective; vocabulary are generally suitable for the paper's ideas and only occasionally work against its ideas. Shows some engagement with the topic without elaboration; offers basic observations but rarely original insight</p>	<p>Reader can hardly determine the thesis, poor phrasing, unskillful or inappropriate, imprecise vocabulary distract from the paper's ideas. Shows minimal engagement with the topic, failing to recognize multiple dimensions/ perspectives; lacking even basic observations</p>	<p>Reader cannot determine thesis & purpose or thesis has no relation to the writing task Awkward phrasing, unskillful or inappropriate voice/tone, and unsophisticated and/or erroneous vocabulary hinder understanding.</p>	
Accuracy	<p>The sentences is centered around a thesis, which shows a highly developed awareness of facts. it is accurate when using phrases. No grammatical or lexical errors occurred when expressing the meaning.</p>	<p>. The sentences is often centered around a thesis, which shows awareness of facts. it is accurate when using phrases. Few grammatical or lexical errors occurred when expressing the meaning.</p>	<p>The sentence shows an analytical structure and a central thesis, but the details are not always fully developed or linked to the thesis. Writing is generally accurate. grammatical or lexical Errors are few when trying to express meaning.</p>	<p>Very poor conformity to facts, sentences are not central to the thesis, phrases contain many grammatical or lexical errors and/or use of English.</p>	<p>The writing shows no relationship and no central thesis. phrases contain frequent errors and/or use of English.</p>	

Self-expression	Can express him/herself with clarity and precision, relating to the addressee flexibly and effectively.	Can express news and views effectively in writing, and relate to those of others.	Can convey information and ideas, explain problems with reasonable precision. Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important.	Can write short, simple notes relating to his/her aspirations, opinions or life facts.	Can ask for or pass on personal details in written form. Can write a single or few words about himself.	
Meaning Construction	Able to use sufficient quantity of language to deliver meaningful sentences. Successful attempts to express own meaning. uses appropriate and new words and expressions. Contextually correct Almost error-free. Contents completely fulfill the task requirement Sufficiently well.	Able to use considerate quantity of language to deliver meaningful sentences. Attempts to express own meaning. Good, appropriate vocabulary Generally good response. Comprehensible, generally correct Occasional error. Contents fulfill the task requirement Sufficiently.	Able to use little quantity of language to deliver meaningful sentences. Moderate Attempts to express own meaning. Vocabulary is just adequate to respond No attempt to vary expressions. Frequent errors that confuse reader and require guessing at meaning. Contents hardly fulfill the task requirement	Able to use very little quantity of language to deliver meaningful sentences. Weak attempts to express own meaning. Incomplete sentences or fragments, Vocabulary repeated and Inappropriate. Errors interfere with comprehensibility . Contents hardly fulfill the some of the task requirement	Use insufficient quantity of language to deliver meaningful sentences. No attempts to express own meaning. Totally irrelevant answer. Vocab do not fit topic. Uses unrelated vocabulary. Contents do not correspond to task Requirement.	

مستخلص الدراسة

إن الغرض من إجراء هذه الدراسة هو دراسة تأثير التعليم المتمايز على الطلاقة الكتابية لدى طلاب الصف الأول الثانوي الأزهرى باللغة الإنجليزية. تبني الباحث المنهج شبه التجريبي (تصميم المجموعة الواحدة) ليتسنى له الإجابة على أسئلة الدراسة. تكونت عينة الدراسة من 32 طالباً من طلاب الصف الأول الثانوي ليشكلوا مجموعة الدراسة وانتقى الباحث العينة من طلاب الأزهر الشريف للبنين بمحافظة سوهاج. استُخدم برنامج قائم على نظرية التعليم المتمايز المقترح في تدريس مجموعة الدراسة في الفصل الدراسي الثاني من العام الدراسي (2018-2019). صمم الباحث اختبار طلاقة الكتابة من خمسة أسئلة واستُخدم اختبار قبلي-بعدي للتحقق من صحته حيث تألف الاختبار من جزأين: الجزء الأول كان ورقياً وقد تكون من سؤالين والجزء الثاني كان عبر الإنترنت أو باستخدام الحاسوب لأنه مدعوم بصيغة فلاش (swf) وقد تم تحليل بيانات الدراسة، وذلك باستخدام الحزمة الإحصائية للعلوم الاجتماعية (SPSS) 19، لضمان ثبات الاختبار وصدقه. فضلاً عن ذلك، استُخدم اختبار ت للعينات المرتبطة لقياس الفروق الإحصائية لمتوسطي نتائج الاختبار القبلي والبعدي بعد استخدام البرنامج القائم على التعليم المتمايز وأشارت الدراسة إلى وجود فروق ذات دلالة إحصائية عند المستوى ($\alpha = 0.05$) في مهارات طلاقة الكتابة باللغة الإنجليزية لدى طلاب الصف الأول الثانوي لصالح الاختبار البعدي مما يعني أن استخدام البرنامج القائم على التعليم المتمايز كان له جُل الأثر على الطلاب. وبناءً على هذه النتائج، أوصت الدراسة بضرورة تنفيذ وتبني البرنامج على الطلاب ذوو التحصيل المنخفض في الكتابة لتحقيق نتائج أفضل في إتقان كتابة الطلاب باللغة الإنجليزية. علاوة على ذلك، اقترح الباحث أيضاً إجراء مزيد من الأبحاث المتعلقة بمهارات اللغة الأخرى.

الكلمات المفتاحية: التعليم المتمايز، الكتابة، الطلاقة، الصف الأول الثانوي، طلاب الأزهر.